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ABSTRACT

To provide information to educators and curriculum developers on strengths, weaknesses, and needs of ethnic studies programs in Pennsylvania, the report offers an overview of the nature and extent of ethnic studies programs operated by Pennsylvania's postsecondary institutions, public school systems, and nonpublic schools. Information is based on data gathered in a survey of treatment by Pennsylvania's schools of racial, religious, and ethnic groups in courses, curricula, or programs. Data were analyzed from the perspective of democratic pluralism and were based upon the 294 Pennsylvania schools which reported having ethnic studies. The book is presented in five chapters. Chapter I introduces the study. Chapters II, III, and IV offer data for postsecondary schools, public schools (K-12) and nonpublic schools (K-12). The final chapter offers conclusions including that ethnic studies is a relatively new enterprise within the educational system and is increasing in importance in Pennsylvania schools. Recommendations made on the basis of this growth trend include that ethnic studies should be interdisciplinary, offered at all grade levels, a focus of teacher education programs, and an impetus to school/community communication. A survey questionnaire is presented in the appendix. (DB)

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ETHNIC STUDIES IN PENNSYLVANIA

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PREFACE

This report on ethnic studies in Pennsylvania is one phase of the Pennsylvania Ethnic Heritage Studies Dissemination Project conducted by the Multicultural Education Center at Bloomsburg State College. This project, supported by a grant from the Ethnic Heritage Branch of the United States Office of Education, was designed to supply basic information for development of ethnic studies programs within the Commonwealth. The study herein contained details the nature and extent of programs presently operated by Pennsylvania's postsecondary institutions, public school systems, and nonpublic schools. In essence, then, it is a survey of the state of the art as it now stands in Pennsylvania. These data are analyzed utilizing the conceptual framework of democratic pluralism as a guiding principle of inquiry. Recommendations are offered, in light of this principle, for the development of ethnic studies in Pennsylvania.

The second phase of the project resulted in the *Directory of Ethnic Studies in Pennsylvania* which is available from the University Center for International Studies at the University of Pittsburgh. This directory lists the postsecondary schools, public school systems, and nonpublic schools in Pennsylvania which report ethnic studies programs. Included for each school is the address, contact person, and a detailed description of its program.

The third phase of the Pennsylvania Ethnic Heritage Studies Dissemination Project entailed a survey of materials, print and non-print, which deal with the ethnic experience in Pennsylvania. These materials, close to three thousand in all, have been collected and evaluated and appear in the companion to this volume and the directory, *The Peoples of Pennsylvania: An Annotated Bibliography of Resource Materials*, which is also available from the University Center for International Studies at the University of Pittsburgh.

It is hoped that these three documents will be utilized by the schools of the Commonwealth and all those interested in Pennsylvania's ethnic heritage to the end of enhancing present programs and originating units of study, courses and curricula which lead students to cross-cultural and ultimately general human understanding.

I wish to thank the advisory council to this project for their assistance; Mr. Roland Romberger and Ms. Pat Boyne of the Bloomsburg State College Computer Services Center for their service to the project; Ms. Carol Getkin, project secretary, for her dedication and help; and numerous Bloomsburg State College students who volunteered their time to assist with the many mundane tasks associated with survey research such as stuffing envelopes, bulk mailings, filing questionnaires, and so on.

January, 1977

David E. Washburn, Director
Multicultural Education Center
Bloomsburg State College

INTRODUCTION 1

The Commonwealth of Pennsylvania has played a pivotal role in our nation's history. Today, Pennsylvania's ethnic diversity is illustrative of the culturally pluralistic nature of the United States. If Pennsylvania is truly to be "the Keystone State," it should provide leadership in cross-cultural understanding through education. The strength of the Commonwealth, as is true with the nation, lies in its peoples. If we are to be many peoples but one nation, then it is imperative that we have an understanding and appreciation for one another.

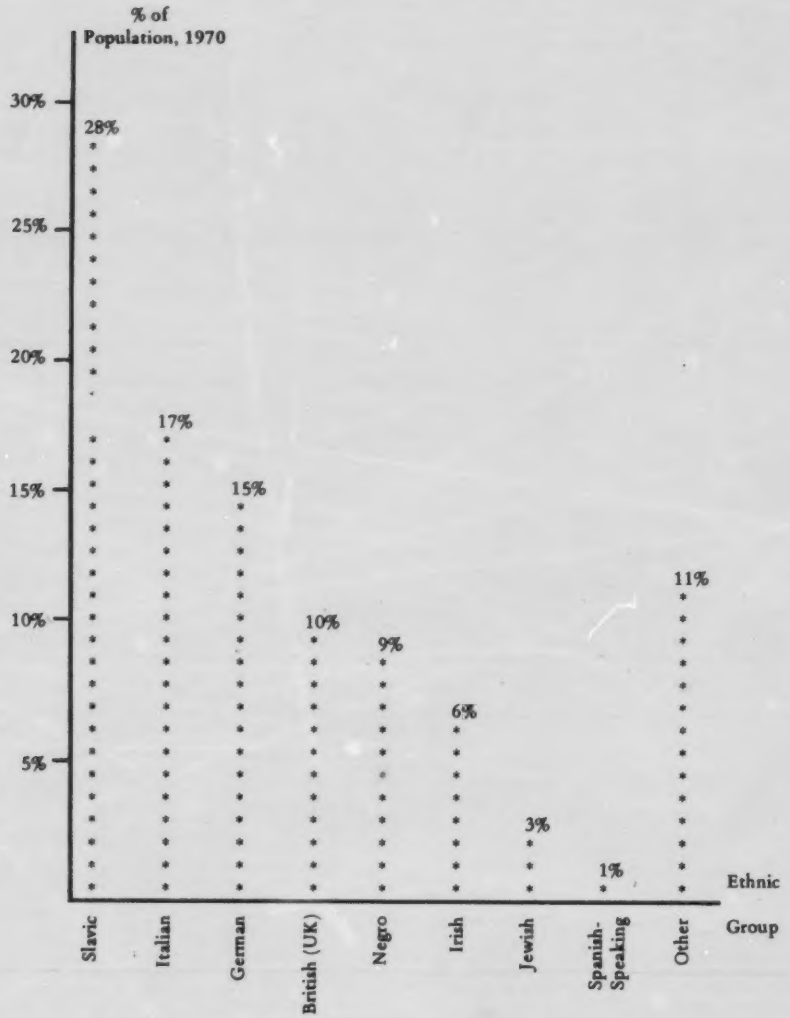
An ethnic profile of the Commonwealth of Pennsylvania based on 1970 census data reveals that 28% of its population are of Slavic origins. Slovaks, Ukrainians, Croats, Lithuanians, Russians, Hungarians, Ruthenians, Serbians, Czechs, Romanians, and Bulgarians number 3.2 million including 1.1 million Poles (10% of the Commonwealth's population). There are two million Italians (17%), 1.7 million Germans (15%), and 1.2 million English (10%) including Scotch and Welsh. There are approximately one million Black (9%) residents of the state, 700,000 Irish (6%), and 100,000 Spanish speaking (1%) inhabitants. Within the Commonwealth are included 400,000 Jews (3%) as well as Amish, Mennonite and other groups [Table 1].

In order for the peoples of Pennsylvania to come to know and value one another, it is necessary that the experiences and contributions of each of these groups are widely studied.

In an effort to discover the status of ethnic studies in the Commonwealth, all of Pennsylvania's postsecondary institutions, public school systems, area vocational-technical schools, intermediate units, nonpublic schools, and licensed private academic schools with programs at the levels of kindergarten and above were surveyed. The variables measured included: courses and/or curricula offered; for postsecondary institutions, graduate and undergraduate majors, minors, and degrees;

TABLE 1

The Population of Pennsylvania
by Ethnicity[1]



[1]John E. Bodnar, *An Ethnic Profile of Pennsylvania's Population.* (Harrisburg: Pennsylvania Historical and Museum Commission, 1973), p. 5.

whether the Pennsylvania ethnic experience was included in courses and/or curricula; which ethnic groups were studied; how long ethnic studies had been a part of curricula; how many students participated per year in ethnic studies; for elementary and secondary schools, which grade levels offered ethnic studies; for postsecondary schools, which academic disciplines participated in ethnic studies; which cultural elements, concepts, and elements of folklore were included; the types of community involvement, if any, in the programs; and the nature of locally produced materials for use in ethnic studies (see Appendices A and B for questionnaires).

Democratic Pluralism as a Guiding Principle of Inquiry

The profile of ethnic studies in Pennsylvania which emerges from this inquiry will be analyzed from a framework of democratic pluralism. Democracy as a way of life entails a commitment to the participation of all members of a society in its decision-making process. Until all of a society's people have an equal opportunity to fully, freely, and responsibly share in this process, democratic ideals are not met.

In a country such as our own which is complex and multicultural, it takes an active effort on the part of all sectors of the society if democratic goals are to be reached. For, what do we know of one another, the peoples of the United States? Do we have a shared experience which binds us as a nation? In a sense we do, but in a larger sense we are many peoples with many experiences. If we are to come to know and appreciate one another, an effort must be made to share the experiences which are not common.

Social and political action over the past few years has led to a more general recognition of the culturally pluralistic nature of the United States. With this recognition has come the realization that there is no one model American.

Demands are being placed upon the schools of the nation to reflect this fact in a variety of ways. Assimilation models in education, through which all children are expected to blend into the "mainstream," are no longer seen as appropriate. Multiculturalism is coming to be seen as more in keeping with those principles of democracy which suggest that all people should have equal opportunity for involvement in the continuing reformation of an open society while maintaining their own senses of identity.

Many schools, aware of the fact of cultural pluralism in this country and further, recognizing that it is within their classrooms where the mortar of citizenship, which can bind a nation together, is laid, have begun programs of multicultural education including ethnic studies. By doing so they attempt to provide mechanisms for cross-cultural and, ultimately, general human understanding.

It is no secret that residential patterns in this country are such that we are, by and large, a land which is segregated along lines of color and culture. This places a heavy burden upon the schools of a nation whose ideals are stated in democratic terms. Liberty, justice, and equality of opportunity are values which should encompass the total of a culturally diverse population. If imbalances exist in the broader society, a school committed to these values must endeavor as best it can, to right them by producing in its students a regard for the rights of others and a desire that these values be reached.

This new model for society and education, a culturally pluralistic model, includes: different cultural groups existing in the same society while maintaining their cultural identities; having mechanisms for easy interaction with one another and equal opportunity of access to the institutions of that society; as well as equal opportunity for participation in the formation of the values which regulate that society.[2]

For this model to be realized many social, political, and institutional changes must occur. In education this might include modifications in curriculum, teaching methods and materials, institutional structure, and pre-service and in-service preparation of teachers to the end of producing cross-cultural understanding and acceptance of cultural diversity.

Many schools are rising to this challenge by, among other things, providing programs and curricula aimed at understanding our nation through knowledge of its peoples. It is reasoned that without such programs, and in the absence of direct cross-cultural contact, it would be difficult for our young people to come to know and appreciate the qualities and contributions of each of the ethnic groups represented in our society.

Further, it is becoming increasingly recognized that teaching methods should be grounded in a thorough understanding of the cultural backgrounds of students. To reach the student, teachers must understand the language or dialect he employs, be aware of his experiential background, and utilize strategies and materials which he perceives as relevant to his life.

In order for democracy to survive and grow, channels of communication among peoples should be opened. Individuals should become sensitized to their own personal and cultural identities as well as the identities of others. Out of the enhancement of human understanding and the development of cross-cultural relationships may develop a land whose social realities more nearly approximate democratic ideals.

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2 David E. Washburn, "A Conceptual Framework for Multicultural Education," *The Florida FL Reporter: A Journal of Language and Culture in Education*, 10, 1 and 2 (Spring/Fall, 1972), 27.

Multicultural Education

Multicultural education is a strategy for schooling which utilizes the concept of democratic pluralism as a standard for designing administrative, instructional, and curricular models. Ethnic pluralism would permeate the environment of a school utilizing this concept in terms of staffing, pre-service and in-service training of staff, selection of instructional materials, modes of instruction, extracurricular activities, general policies, and overall curriculum content and design. Practices of schools making attempts at multicultural education include human relations training for teachers, community involvement in school policy decisions, a strong school-community public relations effort, in-service teacher training in multicultural education, student involvement in curriculum planning, bilingual/bicultural or multilingual/multicultural programs, instruction in English as a second language and standard English as a second dialect, instruction in languages other than English as second languages, student involvement in school policy decisions, an interracial student council, a multicultural curriculum, human relations training for students, a professionally staffed community relations office, a community centered instructional program, a professionally staffed human relations team, a student human relations council, use of locally produced as well as commercial multiethnic materials, and an ethnic studies curriculum.

The inclusion of an ethnic studies curriculum appears to bespeak a broader commitment to interethnic and general human understanding and is predictive of efforts in this regard. Schools which offer an ethnic studies curriculum are much more likely to have other elements of multicultural education than those which do not.[3]

A number of states have made special provisions for multicultural education and ethnic studies. The Pennsylvania Department of Education has a person assigned to ethnic studies; has mandated a bilingual education program; and has produced materials in multicultural education, ethnic studies, human relations training, and bilingual/bicultural education.[4] As well, the Commonwealth of Pennsylvania, through legislation, supports the Pennsylvania Ethnic Heritage Studies Center located at the University of Pittsburgh. This is a resource center which conducts workshops in ethnic studies, publishes an ethnic studies news-

3 David E. Washburn, "Multicultural Education in the United States." *Phi Delta Kappan*, LVI, 9 (May, 1975), 636.

4 Raymond H. Giles, and Donna M. Gollnick, "Ethnic/Cultural Diversity As Reflected in Federal and State Educational Legislation and Policies," *Pluralism and the American Teacher: Issues and Case Studies*, ed. Frank H. Klassen and Donna M. Gollnick, 5 (Washington, D.C.: Ethnic Heritage Center for Teacher Education of the American Association of Colleges for Teacher Education, 1977), 135.

letter, and produces ethnic studies materials. The Pennsylvania provisions for multicultural education and bilingual education in public elementary and secondary schools are regulations of the Commonwealth Department of Education and are not legislated. States which have legislation mandating multicultural education include California, Florida, Illinois, Iowa, Minnesota, Ohio, and Wisconsin.[5] The Pennsylvania Department of Education also has provisions for multicultural curriculum, teacher certification, and staff development in multicultural education.[6]

Ethnic Studies

The format and content of programs in the United States labeled ethnic studies are diverse. Groups which appear most often in these curricula, in order of their frequency, are Blacks, Hispanics, Native Americans, Japanese Americans, and Chinese Americans. No one group appears in all curricula however.[7] The focus of the content of these curricula tends to be on history, social customs, and culture and personality.[8] The preponderance of locally produced ethnic studies materials deals with the aforementioned groups as well.[9]

One measure for the appearance of a group in an ethnic studies program may be the amount of pressure that group has been able to apply for inclusion in curricula. Concentration on these ethnic groups also bespeaks an adherence to the "melting-pot" mythology. The assimilationist mentality in education leads to the study of "minority groups," those groups which have not blended into the "mainstream." This is a we-them approach. We study *them*, the exotic, the different, not ourselves. Further, we study *them* not as an integrated part of the regular curriculum but in an add-on fashion. This approach reflects a structure of power in society and education which is in transition. The White Anglo-Saxon Protestant power elite which shaped and controlled institutions in this country is a numerical minority. The assimilationist curriculum is a remnant of that power but does not reflect the reality of cultural pluralism in the United States. Numerically speaking we are a nation of minorities (see Table 2).

As the assimilationist ideal in education wanes the doors to democratic pluralism open. This shift in orientation has been evolutionary

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5 Ibid., 137.

6 Ibid., 152.

7 David E. Washburn, "Ethnic Studies in the United States," *Educational Leadership*, 32, 6 (March, 1975), 411.

8 Ibid., 412.

9 David E. Washburn, "Where to Find Ethnic Studies Materials," *Social Education*, 39, 1, (January, 1975), 40-41.

TABLE 2

Ethnic Origins and Population (1971)

Ethnic Origin	Population
English (including Scotch and Welsh)	31,006,000
German	25,661,000
African	22,600,000
Irish	16,325,000
Spanish	8,956,000
Mexican (5,023,000)	
Puerto Rican (1,450,000)	
Cuban (626,000)	
Central or South American (501,000)	
Other Spanish (1,356,000)	
Italian	8,733,000
French	5,189,000
Polish	4,941,000
Russian	2,132,000
Asian	2,089,932
Japanese (591,290)	
Chinese (435,062)	
Filipino (343,060)	
Other (720,520)	
Aleuts, Asian Indians, Eskimos, Hawaiians, Indonesians, Koreans, Polynesians and others	
Native American	792,730
Other (persons reporting more than one origin)	69,079,000
Not Reported	15,216,000

[10]U.S. Bureau of the Census, *Statistical Abstract of the United States: 1973.* (94th edition.) Washington, D.C., 1973, pp. 30, 33, 34.

and uneven in tempo. A continuum of curricular orientations are, therefore, present at this time, from the traditional assimilationist model to models which reflect democratic pluralism.

William Greenbaum argues for a new pluralist ideal. He says,

> Support for positive . . . multicultural identities will encourage not only renewed respect for this country but also the development of true universalism,

> in which the merits and faults of different belief systems can be more intelligently assessed because the individual and the group deeply understand more than one culture . . . . by taking responsibility for our institutions and communities, all of us could better develop our capacities for self-governance and better understand how the traditions we have inherited or created can be positively linked to those modern institutional forms that are worth saving . . . . Culturally appropriate institutions could be created to deliver social services with more respect, equity, and effectiveness . . . . there is the likelihood that a stronger and more humane individualism can be built in concert with cultural pluralism. Finally, pluralism must be respected because for many Americans ineradicable cultural and linguistic diversity already exists and provides ample foundations for strong institutions and communities.[11]

It follows that an educational institution which wishes to be humanistic at its core would be multicultural in its structure. A very important element of multicultural education is an ethnic studies curriculum. Democratic pluralism in education demands that such a curriculum includes all ethnic groups within the United States. If we look upon an ethnic group as one which differs from other groups in one or more aspects of its socially-transmitted way of life, ethnic studies becomes a vehicle for inquiry into the great pastiche of traditions and behaviors which define the identities of the diverse peoples of the United States. Characterized in these broad terms ethnic studies deal intimately with the choreography of the dance of life, the multidimensional dynamics of the human condition.

The parameters of this enterprise may rest at the limits of human comprehension. In a curricular sense programatic differences abound. Categories which have been utilized for the study of the peoples of the United States include those which relate to the separate political-national identities formerly adhered to by persons now residing in this country or by the ancestors of these persons. Thus, Polish American, Lithuanian American, Irish American, Italian American, etc., are considered ethnic groups. This is an imperfect categorization as cultural, linguistic, and other differences exist among the peoples residing in different locales within a nation-state, and political boundaries are restructured during the march of history. Groups such as Jews, Amish and others are also included in ethnic studies programs although not fitting the national-ethnic categorization.

Some programs use the term "minority studies" as a synonymn for ethnic studies. Generally a "minority" group is defined in similar sociocultural terms as an ethnic group with the added dimension of being in an inferior position regarding power or the access to power in a

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11 William Greenbaum, "America in Search of a New Ideal: An Essay on the Rise of Pluralism," *Harvard Educational Review*, 44, 3 (August, 1974), 434-435.

society. They are discriminated against by the group or groups who control the institutions of the society. Minority status is, therefore, a relative matter and implies invidious distinctions.

Any group of people who feel a common sense of identity, who share a set of tradition-derived norms which influence their way of life and a constellation of socially transmitted behaviors which differentiates them from other groups within the United States may be legitimately included in an ethnic studies program. Any such program should include content that affords recognition of the multidimensionality of an individual's orientations. Ethnicity is but one of a constellation of factors which influence a person's behavior. A person's social class membership, occupation, and myriad other social determiners of an individual's perception of himself or herself legislate against the easy stereotyping of persons on the basis of their ethnic identity. The facts of diversity among individuals within a group as well as diversity among groups in a society should be heeded in ethnic studies.

From a democratic pluralist orientation, and with the proviso that ethnic studies should simply be the curricular manifestation of a multicultural education program which permeates every aspect of schooling, the ideal curriculum would be fully integrated, multiethnic, and multidisciplinary. It would encompass all grade levels and would touch all students. Its content would be cognitive/conceptual as well as affective. Carlos E. Cortes suggests the following general areas as essential components of an ethnic studies program:

1. The root cultures from which U.S. ethnic groups have developed.
2. The U.S. experience of ethnic groups.
3. The changing cultures of ethnic groups.
4. Relations with the rest of society.
5. Current situation of ethnic groups.
6. Future of ethnic groups.[12]

He adds these goals for ethnic studies:

1. To help students develop their basic skills.
2. To help students develop better understanding of their own backgrounds and of other groups that compose our society.
3. To help students develop a commitment to building a better nation and a better world for all.

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12 Carlos E. Cortes with Fay Metcalf and Sharryl Hawke, *Understanding You and Them: Tips for Teaching about Ethnicity*. (Boulder, Colorado: Social Science Education Consortium, Ind., 1976), pp. 1-2.

4. To help students develop the skills to build that better society.[13]

James A. Banks states, "A vital ethnic studies program should enable students to derive valid generalizations about the characteristics of all of America's ethnic groups and to learn how they are alike and different in both their past and present experiences."[14] He sees an adequate ethnic studies curriculum as having a knowledge component and a value component. The teaching-learning methodology recommended focuses upon decision-making through the application of the method of science. For reflective decision-making students should be armed with facts ("low level, specific empirical statements about limited phenomena"), concepts ("words or phrases which enable us to categorize or classify a large class of observations"), generalizations ("an empirical statement . . . which contains two or more concepts and states the relationship between them"), and theories ("a system of interrelated generalizations").[15] In applying the method of science for reflective decision-making in ethnic studies, the "social actor must also identify and clarify his or her values and relate them to the knowledge he or she has derived through the process of social inquiry."[16] Since values, in a functional sense, are relative to cultural contexts and social situations, value inquiry is an important ethnic studies tool.[17] The integration of the knowledge and value components in ethnic studies inquiry can follow a pattern through which students, by applying principles of the method of science, transcend their own experiences, perceive relationships, formulate generalizations, perceive alternative possibilities, and reinstitute the decision-making process by offering new value assumptions.[18]

A well integrated multidisciplinary/multiethnic curriculum would include all subject matter areas from kindergarten through grade twelve. All ethnic groups in the United States should be represented during the course of these thirteen years of schooling, not merely in terms of a special unit of study or a course, however. An ongoing commitment to multiethnic education goes beyond that Indian unit offered before

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13 Ibid., 4.

14 James A. Banks, *Teaching Strategies for Ethnic Studies.* (Boston: Allyn and Bacon, Inc., 1975), p. 11.

15 Ibid., 27-46.

16 Ibid., 103.

17 Ibid., 103-108.

18 David E. Washburn, *Democracy and the Education of the Disadvantaged: A Pragmatic Inquiry.* (Portland, Oregon: Neff Publishing Company, 1971), pp. 141-164.

Thanksgiving or the celebration of Black Week to a pervasive approach which perceives the ethnic ramifications of each discipline be it social studies, art, physical education, mathematics, home economics, music, industrial arts, language arts, and so on. Courses which focus on a specific group and which emanate from specific disciplines have their place at the secondary and postsecondary levels, but the ideal program is multidisciplinary and multiethnic.

Ideally all students will, thereby, be participants in multiethnic education, all disciplines will participate, a wide variety of cultural elements and concepts will be explored, community involvement will be encouraged, and a wide variety of materials evaluated as excellent, both locally and commercially produced, will be utilized.

Ethnic Studies in Pennsylvania Society

By surveying all of Pennsylvania's schools it is possible to determine the nature and extent of ethnic studies within the Commonwealth from kindergarten through graduate school. An analysis of these data from the perspective of democratic pluralism should provide insight into the strengths, weaknesses, and needs of ethnic studies in Pennsylvania. The variables examined have been mentioned. In the next three chapters are data for postsecondary schools, public schools (K-12), and nonpublic schools (K-12). The final chapter offers analyses and conclusions regarding ethnic studies in Pennsylvania. For purposes of this survey ethnic studies refers to courses, curricula, or programs which focus upon racial and ethnic groups including religious bodies which have significance in the history of the United States.

POSTSECONDARY SCHOOLS

2

All postsecondary schools within the Commonwealth of Pennsylvania were surveyed. These schools included colleges, universities, community colleges, junior colleges, business colleges, and theological seminaries. Of the 234 schools polled, 227 responded to the questionnaire (97.01%). There were up to three follow-up mailings, if needed, after the original request for information was sent. Of the 227 schools replying, 65 reported having ethnic studies (28.63%). [Table 3].

Of these sixty-five schools, 36 study Blacks (55.4%), 28 include multiethnic studies (43.1%), Native Americans appear in studies at 24 institutions (36.9%), Jews at 20 (30.8%), Poles at 12 (18.5%), Germans at 11 (17.0%), and Catholics at 10 (15.4%). No other group appears in ethnic studies curricula at more than 8 schools, while Armenians, Austrians, Creoles, Dutch, French Canadians, Portuguese, Scots, Swiss, and Syrians are studied by one school each. In all, 50 different groups are included in ethnic studies at Pennsylvania's postsecondary schools [Table 4].

These schools offer a total of 715 ethnic studies courses. There are 229 courses on Blacks which represents 32.01% of all the offerings. The next highest number, 59 multiethnic courses, is 8.3% of the total. Those groups which find representation in more than 20 courses include Native Americans (46), Poles (42), Jews (39), and Germans (29) [Table 5].

Of the twelve institutions reporting ethnic studies curricula, four deal with Blacks and four are multiethnic. Catholics, Jews, Poles, Puerto Ricans, and Russians each have one curriculum devoted to their study [Table 6].

There are eight undergraduate ethnic studies majors offered within the Commonwealth, three Black studies majors, three multiethnic programs, one Jewish studies major, and one in Polish studies [Table 7].

TABLE 3

Postsecondary Schools With Ethnic Studies
(N=65)

Albright College
Allegheny College
Allentown College of St. Francis de Sales
Alliance College
Bloomsburg State College
Bucknell University
Bucks County Community College
Cabrini College
California State College
Carlow College
Cedar Crest College
Chatham College
Chestnut Hill College
Cheyney State College
Christ The Saviour Seminary
Clarion State College
Community College of Allegheny County
Community College of Allegheny County–Boyce Campus
Delaware County Community College
Eastern College
East Stroudsburg State College
Edinboro State College
Elizabethtown College
Evangelical School of Theology
Franklin-Marshall College
Gannon College
Gratz College
Harcum Junior College
Haverford College
Holy Family College
Indiana University of Pennsylvania
Juniata College
Keystone Junior College
Kings College
Kutztown State College
Lancaster Theological Seminary
Lehigh University
Lock Haven State College
Luzerne County Community College
Mansfield State College
Marywood College
Mercyhurst College
Millersville State College
Muhlenberg College
Peirce Junior College
Pennsylvania State University–Capitol Campus
Pennsylvania State University–Fayette Campus
Pennsylvania State University–Shenango Valley Campus
Pennsylvania State University
Reading Area Community College
Robert Morris College
Saint Joseph's College
Saint Vincent College
Saint Vincent Seminary
Slippery Rock State College
Swarthmore College
Temple University
United Wesleyan College
University of Pennsylvania
University of Pittsburgh
University of Scranton
Villa Maria College
West Chester State College
Widener College
York College of Pennsylvania

TABLE 4

Ethnic Groups Studied by Postsecondary Schools Reporting Ethnic Studies Programs
(N=65)

Ethnic Group	No. of Schools	%	0 50 100
Blacks	36	55.4	
Multiethnic	28	43.1	
Native Americans	24	36.9	
Jews	20	30.8	
Poles	12	18.5	
Germans (inc. Pa. Dutch & German)	11	17.0	
Catholics	10	15.4	
Italians	8	12.3	
Puerto Ricans	8	12.3	
Russians	8	12.3	
Mexicans	7	11.0	
Irish	6	9.2	
Quakers	6	9.2	
Slovaks	6	9.2	
South Americans	6	9.2	
Spanish	6	9.2	
Ukrainians	6	9.2	
Amish	5	7.7	
Central Americans	5	7.7	
Czechs	5	7.7	
English	5	7.7	
French	5	7.7	
Hungarians	5	7.7	
Mennonites	5	7.7	
Ruthenians	5	7.7	
Croatians	4	6.2	
Cubans	4	6.2	
Moravians	4	6.2	
Mormons	4	6.2	
Scotch-Irish	4	6.2	
Chinese	3	4.6	
Japanese	3	4.6	
Serbians	3	4.6	
Swedes	3	4.6	
Asian Indians	2	3.1	

TABLE 4 (cont'd)

Ethnic Groups Studied by Postsecondary Schools Reporting Ethnic Studies Programs
(N=65)

Ethnic Group	No. of Schools	%	0 50 100
Bulgarians	2	3.1	-
Canadians	2	3.1	-
Greeks	2	3.1	-
Lebanese	2	3.1	-
Lithuanians	2	3.1	-
Welsh	2	3.1	-
Yugoslavs	2	3.1	-
Armenians	1	1.5	.
Austrians	1	1.5	.
Creoles	1	1.5	.
Dutch	1	1.5	.
French Canadians	1	1.5	.
Portuguese	1	1.5	.
Scots	1	1.5	.
Swiss	1	1.5	.
Syrians	1	1.5	.

Minors in Black (2), Jewish (1), Multiethnic (1), Polish (1), and South American (1) studies are also in evidence [Table 8]. On the graduate level, two majors (one Jewish and one multiethnic studies) and one minor (Jewish studies) are present [Tables 9 and 10].

Cheyney State College and the University of Pittsburgh offer bachelor's degrees in Black Studies. Undergraduate degrees are also awarded by Gratz College (Jews), Alliance College (Poles), and California State College (multiethnic) [Table 11], while Gratz has the only ethnic studies Master's degree program (Jewish Studies) in the Commonwealth [Table 12].

Two colleges, Kutztown State College and West Chester State College, have curricula which deal with the Pennsylvania ethnic experience [Table 13]. The former offers an undergraduate major in this field, while the latter has an undergraduate minor [Tables 14 and 15].

TABLE 5

Ethnic Studies Courses Offered By Ethnic Group–
Postsecondary Schools
(N=715)

Ethnic Group	No. of Schools	%	0 50 100
Blacks	229	32.0	
Multiethnic	59	8.3	
Native Americans	46	6.4	
Poles	42	5.9	
Jews	39	5.5	
Germans (including Pa. Dutch & German)	29	4.1	
Puerto Ricans	16	2.2	
Russians	16	2.2	
South Americans	16	2.2	
Spanish	16	2.2	
Ruthenians	13	1.8	
English	12	1.7	
Catholics	11	1.5	
Irish	11	1.5	
Italians	11	1.5	
Amish	10	1.4	
Central Americans	10	1.4	
Mennonites	10	1.4	
Slovaks	9	1.3	
Mexicans	8	1.1	
Ukrainians	7	1.0	
Cubans	6	0.8	
Hungarians	6	0.8	
Mormons	6	0.8	
Quakers	6	0.8	
Serbians	6	0.8	
Croatians	5	0.7	
Czechs	5	0.7	
French	5	0.7	
Israelis	5	0.7	
Greeks	4	0.6	
Moravians	4	0.6	
Scotch-Irish	4	0.6	
Asian Indians	3	0.4	
Chinese	3	0.4	

TABLE 5 (cont'd)

Ethnic Studies Courses Offered by Ethnic Group–
Postsecondary Schools
(N=715)

Ethnic Group	No. of Schools	%	0 50 100
Japanese	3	0.4	.
Swedes	3	0.4	.
Welsh	3	0.4	.
Canadians	2	0.3	.
Creoles	2	0.3	.
Bulgarians	2	0.3	.
Lebanese	2	0.3	.
Lithuanians	2	0.3	.
Yugoslavs	2	0.3	.
Armenians	1	0.1	.
Austrians	1	0.1	.
Dutch	1	0.1	.
French Canadians	1	0.1	.
Portuguese	1	0.1	.
Scots	1	0.1	.
Swiss	1	0.1	.
Syrians	1	0.1	.

TABLE 6

Postsecondary Schools Offering Ethnic Studies Curricula by Ethnic Group
(N=12)

Ethnic Group	No. of Schools	%	0 50 100
Blacks	4	33.3	———
Multiethnic	4	33.3	———
Catholics	1	8.3	—
Jews	1	8.3	—
Poles	1	8.3	—
Puerto Ricans	1	8.3	—
Russians	1	8.3	—

Blacks (4)
Cheyney State College
Pennsylvania State University
Swarthmore College
University of Pittsburgh

Catholics (1)
Carlow College

Jews (1)
Gratz College

Poles (1)
Alliance College

Puerto Ricans (1)
Temple University

Russians (1)
Kutztown State College

Multiethnic (4)
California State College
Kutztown State College
Pennsylvania State University–Capitol Campus
West Chester State College

TABLE 7

Postsecondary Schools With Undergraduate Ethnic Studies Major by Ethnic Group
(N=8)

Ethnic Group	No. of Schools	%	0 50 100
Blacks	3	37.5	———
Multiethnic	3	37.5	———
Jews	1	12.5	—
Poles	1	12.5	—

Blacks (3)
Cheyney State College
Temple University
University of Pittsburgh

Jews (1)
Gratz College

Poles (1)
Alliance College

Multiethnic (3)
California State College
Kutztown State College
Pennsylvania State University—Capitol Campus

Ten schools report having a course or courses which focus exclusively on the Pennsylvania ethnic experience of certain groups. The Black experience in the Commonwealth is covered in offerings at four postsecondary institutions. Jews (3), Germans (3), Amish (2), multiethnic courses (2), Italians (1), and Mennonites (1) are also dealt with in this manner by Pennsylvania's colleges [Table 16].

Twenty-nine of the 65 schools reporting ethnic studies indicate that they provide course offerings with content which deals in part with the ethnic experience in Pennsylvania. Thirty-seven different groups are included in these studies [Table 17].

Ethnic studies in Pennsylvania are rather recent phenomena. Seventeen of the programs have been in operation for less than one

TABLE 8

Postsecondary Schools With Undergraduate Ethnic Studies Minor by Ethnic Group (N=6)

Ethnic Group	No. of Schools	%	0 50 100
Blacks	2	33.3	
Jews	1	16.7	
Multiethnic	1	16.7	
Poles	1	16.7	
South Americans	1	16.7	

Blacks (2)
Allegheny College
University of Pittsburgh

Jews (1)
Gratz College

Poles (1)
Alliance College

South Americans (1)
Eastern College

Multiethnic (1)
West Chester State College

year. Although one school, Gratz College, reports an ethnic studies program (Jews) of eighty years duration, the next highest is fourteen (Temple University) and the median number of years of operation is 2.75 [Table 18]. Not only are the programs young, they tend to serve relatively small populations of students, as well. Most of the schools enroll fewer than 99 students per year in ethnic studies courses. Pennsylvania State University-Capitol Campus has one of the more extensive sets of offerings with eleven academic departments providing fifty-two courses to an average of 1300 students per year. For the 65 postsecondary institutions the median figure is 23.1 students per year, however. In all over 6181 persons are enrolled in ethnic studies by the Commonwealth's schools of higher education [Table 19].

TABLE 9

Postsecondary Schools With Graduate Ethnic Studies Major by Ethnic Group
(N=2)

Ethnic Group	No. of Schools	%	0 50 100
Jews	1	50.0	———
Multiethnic	1	50.0	———

Jews (1)
Gratz College

Multiethnic (1)
Pennsylvania State University–Capitol Campus
(as part of American Studies M.A. program)

TABLE 10

Postsecondary Schools With Graduate Ethnic Studies Minor by Ethnic Group
(N=1)

Ethnic Group	No. of Schools	%	0 50 100
Jews	1	100.0	———

Jews (1)
Gratz College

TABLE 11

Postsecondary Schools With Bachelor's Degree in Ethnic Studies by Ethnic Group
(N=5)

Ethnic Group	No. of Schools	%	0 50 100
Blacks	2	40.0	
Jews	1	20.0	
Multiethnic	1	20.0	
Poles	1	20.0	

Blacks (2)
Cheyney State College
University of Pittsburgh

Jews (1)
Gratz College

Poles (1)
Alliance College

Multiethnic (1)
California State College

TABLE 12

Postsecondary Schools With Master's Degree in Ethnic Studies by Ethnic Group
(N=1)

Ethnic Group	No. of Schools	%	0 50 100
Jews	1	100.0	

Jews (1)
Gratz College

TABLE 13

Postsecondary Schools With Pennsylvania Ethnic Heritage Studies Curricula by Ethnic Group
(N=2)

Ethnic Group	No. of Schools	%	0 50 100
Multiethnic	2	100.0	

Multiethnic (2)
Kutztown State College
West Chester State College

TABLE 14

Postsecondary Schools With Undergraduate Pennsylvania Ethnic Studies Major by Ethnic Group
(N=1)

Ethnic Group	No. of Schools	%	0 50 100
Multiethnic	1	100.0	

Multiethnic (1)
Kutztown State College

TABLE 15

Postsecondary Schools With Undergraduate Pennsylvania Ethnic Studies Minor by Ethnic Group
(N=1)

Ethnic Group	No. of Schools	%	0 50 100
Multiethnic	1	100.0	

Multiethnic (1)
West Chester State College

TABLE 16

Postsecondary Schools Offering Course(s) Dealing Exclusively With the Pennsylvania Ethnic Experience by Ethnic Group
(N=10)

Ethnic Group	No. of Schools	%	0 50 100
Blacks	4	40.0	
Jews	3	30.0	
Germans	3	30.0	
Amish	2	20.0	
Multiethnic	2	20.0	
Italians	1	10.0	
Mennonites	1	10.0	

Amish (2)
Millersville State College
Pennsylvania State University—Capitol Campus

TABLE 16 (cont'd)

Postsecondary Schools Offering Course(s) Dealing Exclusively With the Pennsylvania Ethnic Experience by Ethnic Group (N=10)

Blacks (4)
Millersville State College
University of Pittsburgh
University of Scranton
West Chester State College

Italians (1)
Lehigh University

Jews (3)
Lehigh University
University of Pittsburgh
University of Scranton

Mennonites (1)
Millersville State College

Pennsylvania Germans (incl. Pennsylvania Dutch) (3)
Juniata College
Millersville State College
Saint Joseph's College

Multiethnic (3)
Keystone Junior College
Mansfield State College
West Chester State College

TABLE 17

Postsecondary Schools Offering Course(s) Dealing In Part With the Pennsylvania Ethnic Experience By Ethnic Group (N=29)

Ethnic Group	No. of Schools	%	0 50 100
Multiethnic	12	41.4	
Blacks	11	37.9	
Jews	7	24.1	
Poles	7	24.1	
Catholics	5	17.2	
Amish	4	13.8	
Germans (inc. Pa. Dutch & German)	4	13.8	
Italians	4	13.8	
Mennonites	4	13.8	
Native Americans	4	13.8	
Quakers	4	13.8	
Slovaks	4	13.8	
Cubans	3	10.3	
Irish	3	10.3	
Puerto Ricans	3	10.3	
Russians	3	10.3	
Croatians	2	6.9	
Czechs	2	6.9	
English	2	6.9	
French	2	6.9	
Hungarians	2	6.9	
Lebanese	2	6.9	
Moravians	2	6.9	
Ruthenians	2	6.9	
Scotch-Irish	2	6.9	
South Americans	2	6.9	
Spanish	2	6.9	
Ukrainians	2	6.9	
Welsh	2	6.9	
Armenians	1	3.4	
Austrians	1	3.4	
Canadians	1	3.4	
Central Americans	1	3.4	
Mexicans	1	3.4	
Mormons	1	3.4	
Serbians	1	3.4	
Syrians	1	3.4	
Yugoslavs	1	3.4	

TABLE 18

Number of Years Ethnic Studies–
Postsecondary Schools
(N=65)

Years	No. of Schools	%	0 50 100
Less than one	17	26.2	———
1	5	7.7	—
2Md	7	10.8	——
3	8	12.3	———
4M	4	6.6	—
5	6	9.2	——
6	3	4.6	—
7	2	3.1	-
8	2	3.1	-
9	1	1.5	.
10	4	6.2	—
12	1	1.5	.
14	1	1.5	.
80	1	1.5	.
No response	3	4.6	—

M = 4.71
Md = 2.75

For the most part ethnic studies appear to be a multidisciplinary effort by the 65 schools providing such offerings. Certain disciplines are much more in evidence in this regard than others, however. Forty-seven of these institutions report the involvement of their History departments (72.3%) in this endeavor. Sociology (34 schools) and English (28 schools) are represented in 52.3% and 43.1% of the programs respectively, while Foreign Languages (21 schools, 32.3%) and Anthropology (20 schools, 30.8%) are frequent participants [Table 20].

It follows, that, among the elements of the cultures of the ethnic groups studied by the institutions reporting, the history of these groups is most often a focal point for inquiry. This element is included by 83.1% of the schools. Religion, too, appears often in ethnic studies with 66.2% of the postsecondary institutions dealing with this cultural element. The attitudes (61.5%), values (58.5%), social customs (58.5%),

TABLE 19

Number of Students Per Year Involved In Ethnic Studies–Postsecondary Schools (N=65)

No. of Students	No. of Schools	%	0 50 100
0 - 99Md	44	67.7	
100 - 199M	4	6.2	
200 - 299	5	7.7	
300 - 399	4	6.2	
400 - 499	1	1.5	
500 - 599	1	1.5	
600 - 699	1	1.5	
1300 - 1399	1	1.5	
No response	4	6.2	

Total Number of Students = 6181

M = 101.33
Md = 23.13

beliefs (56.9%), and literature (53.8%) of the ethnic groups studied are those elements incorporated by over half of the schools reporting [Table 21].

Sociological and anthropological concepts seem to predominate among the wide range covered in ethnic studies courses. Over half the schools utilize the sociological concepts: discrimination (63.1%), prejudice (61.5%), ethnic group (53.8%), ethnic minority group (52.3%), socialization (52.3%), values (52.3%), and racism (50.8%). Anthropological concepts which appear most often include: culture (72.3%), cultural diversity (58.5%), melting pot (53.8%), race (53.8%), and acculturation (52.3%). Other concepts dealt with by more than 33 of the 65 schools providing ethnic studies are those from history: immigration (53.8%) and migration (53.8%); psychology: identity (61.5%); and geography: the ghetto (52.3%) [Table 22].

Folklore is included as a part of ethnic studies by a number of institutions. Folksongs (46.2%), folk customs (44.6%), folk legends (43.1%), folk music (41.5%), folktales (40.0%), and folk art (35.4%) are

TABLE 20

Disciplines Participating in Ethnic Studies–Postsecondary Schools (N=65)

Discipline	No. of Schools	%	0 50 100
History	47	72.3	
Sociology	34	52.3	
English	28	43.1	
Foreign Languages	21	32.3	
Anthropology	20	30.8	
Music	19	29.2	
Political Science	18	27.7	
Art	16	24.6	
Education	13	20.0	
Economics	11	16.9	
Geography	10	15.4	
Religion	9	13.8	
Psychology	8	12.3	
American Studies	4	6.2	
Urban Studies	3	4.6	
Folklore	2	3.1	
Linguistics	2	3.1	
Philosophy	2	3.1	
Social Psychology	2	3.1	
Drama	1	1.5	
Ethnology	1	1.5	
Pan African Studies	1	1.5	
Physical Education	1	1.5	
Social Work	1	1.5	

TABLE 21

Cultural Elements Studied by Postsecondary Schools With Ethnic Studies
(N=65)

Element	No. of Schools	%	0 50 100
History	54	83.1	
Religion	43	66.2	
Attitudes	40	61.5	
Values	38	58.5	
Social Customs	38	58.5	
Beliefs	37	56.9	
Literature	35	53.8	
Culture and Personality	35	53.8	
Social Organization	32	49.2	
Social Structure	30	46.2	
Music	29	44.6	
Language	26	40.0	
Art	26	40.0	
Kinship Structure	25	38.5	
Drama	22	33.8	
Foods	22	33.8	
Material Culture	21	32.3	
Dialect	16	24.6	
Physical Characteristics	14	21.5	
Body Language (Kinesics)	10	15.4	
Other	7	10.8	

TABLE 22

Concepts Included by Postsecondary Schools with Ethnic Studies[19]
(N=65)

Concept	Discipline	No. of Schools	%
Culture	Anthropology	47	72.3
Discrimination	Sociology	41	63.1
Identity	Psychology	40	61.5
Prejudice	Sociology	40	61.5
Cultural Diversity	Anthropology	38	58.5
Ethnic Group	Sociology	35	53.8
Immigration	History	35	53.8
Melting Pot	Anthropology	35	53.8
Migration	History	35	53.8
Race	Anthropology	35	53.8
Acculturation	Anthropology	34	52.3
Ethnic Minority Group	Sociology	34	52.3
Ghetto	Geography	34	52.3
Socialization	Sociology	34	52.3
Values	Sociology	34	52.3
Racism	Sociology	33	50.8
Cultural Assimilation	Anthropology	32	49.2
Inner City	Geography	32	49.2
Ethnocentrism	Anthropology	30	46.2
Subculture	Anthropology	30	46.2
Ethnic Enclave	Geography	29	44.6

TABLE 22 (cont'd)

Concepts Included by Postsecondary Schools with Ethnic Studies[19]
(N=65)

Concept	Discipline	No. of Schools	%	0 50 100
Social Protest	Political Science	29	44.6	
Change	History	28	43.1	
Poverty	Economics	28	43.1	
Status	Sociology	28	43.1	
Economic Exploitation	Economics	27	41.5	
Location	Geography	26	40.0	
Oppression	Political Science	26	40.0	
Power	Political Science	26	40.0	
Interest Group	Political Science	24	36.9	
Racial Mixture	Anthropology	24	36.9	
Authority	Political Science	23	35.4	
Forced Acculturation	Anthropology	23	35.4	
Separation	Political Science	22	33.8	
Region	Geography	21	32.3	
Displacement	Psychology	20	30.8	

TABLE 22 (cont'd)

Concepts Included by Postsecondary Schools with Ethnic Studies[19]
(N=65)

Concept	Discipline	No. of Schools	%	0 50 100
Aggression	Psychology	17	26.2	
Syncretism	Anthropology	17	26.2	
Powerless	Political Science	16	24.6	
Rebellion	Political Science	16	24.6	
Legitimacy	Political Science	15	23.1	
Power Elite	Political Science	15	23.1	
Capitalism	Economics	14	21.5	
Cultural Genocide	Anthropology	14	21.5	
Colony	Political Science	12	18.5	
Others		12	18.5	
Production	Economics	12	18.5	
Consumption	Economics	11	16.9	
Colonized	Political Science	10	15.4	
Scarcity	Economics	7	10.8	

[19]This list of concepts for ethnic studies was developed by James A. Banks and appears in his book *Teaching Strategies for Ethnic Studies* (Boston: Allyn and Bacon, 1975, p. 94.

TABLE 23

Elements of Folklore Included
by Postsecondary Schools With Ethnic Studies
(N=65)

Element	No. of Schools	%	0 50 100
Folksongs	30	46.2	
Customs	29	44.6	
Legends	28	43.1	
Folk Music	27	41.5	
Folktales	26	40.0	
Folk Art	23	35.4	
Superstitions	22	33.8	
Festivals	21	32.3	
Folk Speech	21	32.3	
Rhymes and Folk Poetry	20	30.8	
Folk Handicrafts	17	26.2	
Proverbs	17	26.2	
Ballads	16	24.6	
Folk Dances	15	23.1	
Folk Architecture	13	20.0	
Folk Drama	12	18.5	
Folk Medicine	11	16.9	
Children's Games	9	13.8	
Folk Gestures	9	13.8	
Riddles	8	12.3	

among the elements of folklore explored in many courses and curricula [Table 23].

Of the sixty-five schools reporting ethnic studies, community involvement is a part of the programs at 37 schools (56.9%). The types of community involvement these schools employ most often are the use of community resources (83.8%) and the utilization of persons within the community (78.4%). There is interaction between ethnic studies programs and community organizations by 23 schools (62.2%), while 21 institutions use the community as a laboratory for ethnic study (56.8%). Included at six schools each (16.2%) are community involvement in curriculum planning and a community based instructional program [Tables 24 and 25].

TABLE 24

Community Involvement
In Ethnic Studies—Postsecondary Schools
(N=37)

Type	No. of Schools	%	0 50 100
Use of Community Resources	31	83.8	
Use of Human Resources in Community	29	78.4	
Interaction With Community Organizations	23	62.2	
Study of the Community	21	56.8	
Community Involvement in Curriculum Planning	6	16.2	
A Community Based Instructional Program	6	16.2	
Other	2	5.4	

Eighteen of Pennsylvania's postsecondary institutions have produced materials for use in their ethnic studies courses. Over fourteen different groups are represented in these products. Five of these schools offer resources for loan and include materials on Blacks, Germans, Italians, Jews, Poles, Ukrainians, and Welsh as well as multiethnic materials. There are locally produced multiethnic resources and others on Blacks, Croatians, Cubans, Hungarians, Jews, and Poles which are available for purchase at six of the Commonwealth's colleges. These materials include a variety of print and non-print resources ranging from the pamphlet "Bicentennial Facts and Footnotes" produced by the Department of Black, Minority and Ethnic Studies at Allegheny County Community College to a series of films by the Anthropology Department at Temple University. Alliance College has developed print materials for their extensive program of Polish studies whereas the

Mercyhurst College Archives Center for Erie Studies houses a Polish American collection which includes oral history tapes, pamphlets, newspapers, photographs and other materials. The Multicultural Education Center at Bloomsburg State College has available a documentary film, *Dexter, Pedro and Richard,* which offers a personal look at cross-cultural understanding and multicultural education by focusing on three boys in the fourth grade: a Black, a Cuban, and an Anglo; as well as *The Peoples of Pennsylvania: An Annotated Bibliography of Resource Materials.* The Ethnic Heritage Center at California State College has produced video tapes, *The Croatians of Cokesburg* and *Crafts and Customs of Daisytown* (a Hungarian and Slovak community). Gratz College has developed numerous materials which chronicle the Jewish experience in the United States, and Keystone Junior College has developed a series of photographic essays on the Welsh, Jews, Arabs, Poles, Ukrainians, and Italians [Tables 26, 27, and 28].

Saint Joseph's College sponsors numerous symposia with ethnic themes, as does the Institute for Ethnic Studies at West Chester State College which also offers courses, workshops and conferences. The Multicultural Education Center at Bloomsburg State College is engaged in research and development, teaching, and intergroup cooperation activities and has sponsored workshops and developed total immersion courses. The Alliance College Polish studies program includes a year abroad and the impact of numerous distinguished visiting artists, lecturers, and teachers, as well as sponsorship of total immersion studies, symposia, and seminars. The Ethnic Heritage Center at California State College is active in ethnic oral history studies, product development and teaching, particularly focusing on Slavic and Eastern European heritage groups. State Senate Act 1618 established the Pennsylvania Ethnic Heritage Studies Center which is located at the University of Pittsburgh and sponsors workshops throughout the Commonwealth, cooperates with groups in establishing ethnic heritage programs, sponsors research, and produces a newsletter and other materials.

TABLE 25

Community Involvement in
Ethnic Studies Programs–Postsecondary Schools
(N=37)

	Community Involvement in Curriculum Planning	Use of Community Resources	Use of Human Resources in the Community	A Community Based Instructional Program	Study of the Community	Interaction with Community Organizations	Other
Allentown College of St. Francis de Sales			X				
Bloomsburg State College		X	X		X	X	
Bucks County Community College		X	X		X	X	X
California State College			X				
Carlow College		X				X	
Chatham College		X	X		X		
Cheyney State College		X	X			X	
Christ the Saviour Seminary		X	X				
Community College of Allegheny County		X				X	
Community College of Allegheny County–Boyce Campus		X	X			X	
Eastern College		X			X	X	
East Stroudsburg State College			X				

TABLE 25 (cont'd)

Community Involvement in
Ethnic Studies Programs—Postsecondary Schools
(N=37)

	Community Involvement in Curriculum Planning	Use of Community Resources	Use of Human Resources in the Community	A Community Based Instructional Program	Study of the Community	Interaction with Community Organizations	Other
Edinboro State College		X	X			X	
Elizabethtown College		X	X		X	X	
Gratz College	X	X	X	X	X	X	X
Holy Family College		X			X		
Keystone Junior College		X	X	X	X	X	
Kings College	X	X	X	X	X	X	
Kutztown State College		X	X				
Lancaster Theological Seminary		X					
Luzerne County Community College		X	X		X		
Mercyhurst College		X			X	X	
Millersville State College	X	X				X	
Muhlenberg College		X	X		X	X	
Peirce Junior College		X	X		X		
Pennsylvania State University—Fayette Campus	X		X			X	

TABLE 25 (cont'd)

Community Involvement in
Ethnic Studies Programs—Postsecondary Schools
(N=37)

	Community Involvement in Curriculum Planning	Use of Community Resources	Use of Human Resources in the Community	A Community Based Instructional Program	Study of the Community	Interaction with Community Organizations	Other
Pennsylvania State University—Shenango Valley Campus		X			X		
Reading Area Community College	X	X	X	X		X	
Robert Morris College		X	X				
Saint Vincent Seminary		X	X		X		
Temple University		X	X		X	X	
University of Pennsylvania		X	X		X	X	
University of Pittsburgh		X	X	X	X	X	
University of Scranton		X	X		X	X	
West Chester State College		X	X		X	X	
Widener College	X						
York College of Pennsylvania		X	X	X	X	X	

TABLE 26

Postsecondary Schools With Locally Produced
Ethnic Studies Materials
(N=18)

Postsecondary School	Ethnic Groups
Alliance College	Poles
Bloomsburg State College	Blacks, Cubans, Multiethnic
California State College	Croatians, Hungarians, Slovaks
Chestnut Hill College	Blacks, Multiethnic
Cheyney State College	Blacks
Community College of Allegheny County	Multiethnic
Community College of Allegheny County—Boyce Campus	Multiethnic
Gratz College	Jews
Keystone Junior College	Arabs, Italians, Jews, Poles, Ukrainians, Welsh
Kings College	Multiethnic
Mercyhurst College	Blacks, Germans, Polish, Multiethnic
Peirce Junior College	Multiethnic
Robert Morris College	Multiethnic
Temple University	Amish, Hutterites, Others
University of Pennsylvania	Not Specified
University of Scranton	Multiethnic
West Chester State College	Blacks, Multiethnic
Widener College	Multiethnic

TABLE 27

Postsecondary Schools With Locally Produced Ethnic Studies Materials Available for Loan
(N=5)

Blacks	(3) Chestnut Hill College Mercyhurst College West Chester College
Germans	(1) Mercyhurst College
Italians	(1) Keystone Junior College
Jews	(1) Keystone Junior College
Poles	(2) Keystone Junior College Mercyhurst College
Ukrainians	(1) Keystone Junior College
Welsh	(1) Keystone Junior College
Multiethnic	(4) Chestnut Hill College King's College Mercyhurst College West Chester State College

TABLE 28

Postsecondary Schools With Locally Produced Ethnic Studies Materials Available for Purchase
(N=6)

Blacks	(2) Bloomsburg State College Chestnut Hill College
Croatians	(1) California State College
Cubans	(1) Bloomsburg State College
Hungarians	(1) California State College
Jews	(1) Gratz College
Poles	(2) Alliance College Mercyhurst College
Multiethnic	(3) Bloomsburg State College Chestnut Hill College Mercyhurst College

PUBLIC SCHOOL SYSTEMS

3

In order to determine the nature and extent of ethnic studies in the Commonwealth's public schools from kindergarten through grade twelve, Pennsylvania's 504 public school systems, 29 intermediate units, and 56 area vocational-technical schools were surveyed. In each case an original questionnaire was administered with up to three follow-up mailings sent to those not responding to the initial and subsequent requests for information. Responses were received from 483 public school systems (95.83%), 46 area vocational-technical schools (82.14%), and all intermediate units. Of the 589 elements of public education (K-12) within Pennsylvania, 558 completed questionnaires for a 94.74% rate of return. Of these 558 respondents 129, or 24.39%, reported having ethnic studies [Table 29].

Blacks are the most widely studied group among those systems reporting ethnic studies programs. Of the 129 such systems 110 or 85.3% include Blacks. Native Americans are studied in 91 cases (70.5%), while Germans (50.4%), and Japanese (50.4%) are each a part of ethnic studies in 65 school systems. In all, 74 groups are included in ethnic studies in Pennsylvania's public schools [Table 30].

These studies take place through 3219 units of study. 539 courses, and 136 curricula. Two hundred and eighty-five of the units of study deal with Blacks (8.9%), 199 with Native Americans (6.2%), 123 with Chinese (3.8%), 119 with Jews (3.7%), 109 with Amish (3.4%), and 107 with Japanese (3.3%) [Table 31]. Of the courses, Blacks (13.7%) and Native Americans (8.9%) lead the list with 74 and 48 respectively [Table 32]. There are 12 Black Studies curricula (8.8%) and 10 on Native Americans (7.4%), but the largest single type of curriculum is multiethnic in nature (16, 11.8%) [Table 33]. Of these units, courses, and curricula 141 deal exclusively with the Pennsylvania ethnic experience and 811 have portions which include a focus on ethnic groups'

experiences in the Commonwealth [Tables 34 and 35].

Most of the programs are of recent origin. Other than the Southern Columbia Area School System which reports an ethnic studies program of twenty years duration, no district has been offering ethnic studies for more than ten years. The average number of years of operation is 4.2, with a median of 3.5 years. Thirty of the programs have been underway for two years or less [Table 36].

The heaviest concentration of ethnic studies is found in the last two years of high school. Ninety-seven schools (75.2%) provide ethnic studies content in the eleventh and twelfth grades. In Pennsylvania as a whole, all grade levels are included with 15 schools having such programs in kindergarten (11.6%). There is a rather steady increase in the number of schools offering ethnic studies at each grade level through the ninth grade where 53 schools (41%) offer such studies. A dramatic jump takes place in the last three years of schooling, however [Table 37].

In all more than 84,464 public school students in the Commonwealth of Pennsylvania are involved in ethnic studies each year. Twelve systems (9.3%) enroll more than 2000 per year, whereas 36 systems (27.9%) have fewer than 100 students involved in ethnic studies. The average yearly enrollment is 754, while the median is 202 [Table 38].

These students are most often engaged in the study of ethnic history as 119 schools (92.2%) focus on this element of culture. Social customs (110 schools, 85.3%), culture and personality (107 schools, 82.9%), religion (101 schools, 78.3%), attitudes (98 schools, 76.0%), and values (94 schools, 72.9%) are other cultu al elements frequently studied in these programs [Table 39].

A wide variety of social science concepts are utilized by the Commonwealth's public school systems in their ethnic studies programs. The anthropological concepts; culture (117 schools, 90.7%) and race (108 schools, 83.7%) occur most frequently. Prejudice (108 schools, 83.7%), discrimination (106 schools, 82.2%), and racism (99 schools, 76.7%) are sociological concepts which guide inquiry into the ethnic experience. From economics, the concept poverty (103 schools, 79.8%), and from history, immigration (99 schools, 76.7%) are used to expand students' frameworks for understanding ethnicity. The ghetto, a geographical concept, appears in many programs (96 schools, 74.4%) as well [Table 40].

Folklore, too, plays a part in the ethnic studies of some of Pennsylvania's 129 systems having such programs. Folk customs are explored by 95 of the districts (73.6%) as are legends (49.6%), superstitions (48.1%), folk music (45.0%), and other oral, non-oral, and material culture traditions [Table 41].

TABLE 29

Public School Systems With Ethnic Studies
(N=129)

Abington Heights
Abington
Adams
Aliquippa Borough
Allegheny Intermediate Unit
Allentown City
Altoona Area
Ambridge Area
Annville-Cleona
Antietam
Avon-Grove
Babcock
Beaver Area
Bellefonte Area
Belle Vernon Area
Bermudian Springs
Berwick Area
Bethel Park
Bloomsburg Area
Bristol Borough
Brockway Area
Brookville Area
Brownsville Area
Burgettstown Area
Burrel
Butler Area
California Area
Camp Hill
Carbondale Area
Carlisle Area
Centennial
Chester-Upland
Chichester
Coatesville Area
Cocalico
Columbia-Montour AVTS
Cornell
Corry Area
Council Rock
Cranberry Area
Dallastown Area
Dauphin County
Derry Township
Eastern Lancaster County
Eastern Lebanon County
East Penn
Elk Lake
Exeter Township
Fairview
Fleetwood Area
Franklin Area
Gateway
Governor Mifflin
Greater Johnstown–AVTS
Greater Latrobe
Halifax Area
Hamburg Area
Harrisburg Area
Huntingdon Area
Interboro
Jersey Shore Area
Juniata Valley
Kennett Consolidated
Keystone Oaks
Lampeter-Strasburg
Lancaster
Littlestown Area
Marple Newtown
Mars Area
Methacton
Midd-West
Mifflinburg Area
Millville Area
Milton Area
Moon Area
Moshannon Valley
Neshaminy
New Hope–Solebury
New Kensington-Arnold
Northern Tioga
Northwest Area
Otto-E[illegible]d
Owen J. Roberts
Palisades
Palmyra Area
Perkiomen Valley
Philadelphia City
Phoenixville Area
Pittsburgh
Pittston Area
Pleasant Valley
Pottstown
Ridley
Ringgold
Rockwood Area
Rose Tree–Media
Salisbury Township
Schuylkill Valley
Shaler Area
Shamokin Area
Solanco
Souderton Area
Southern Columbia Area
Southern Lehigh
Southmoreland
Springfield Township
State College Area
Sto-Rox
Stroudsburg Area
Swissvale Area
Tamaqua Area
Tunkhannock Area
Tuscarora
Upper Moreland Township
Upper Dublin
Wattsburg Area
Wayne Highlands
Waynesboro Area
Wellsboro Area
West Chester Area
West Mifflin Area
West Side AVTS
West York Area
William Penn
Wilson Area
Wissahickon
Wyomissing Area
York City
York Suburban

TABLE 30

Ethnic Groups Studied by Public School Systems
Reporting Ethnic Studies Programs
(N=129)

Ethnic Group	No. of Systems	%
Blacks	110	85.3
Native Americans	91	70.5
Germans (including Pa. Dutch)	65	50.4
Japanese	65	50.4
Jews	64	49.6
Amish	62	48.1
Chinese	61	47.3
English	56	43.4
Catholics	55	42.6
Irish	55	42.6
Italians	55	42.6
Mexicans	53	41.1
Quakers	51	39.5
Russians	50	38.8
Israelis (see also Jews)	49	38.0
Puerto Ricans	49	38.0
Multiethnic	47	36.4
French	45	34.9
Scotch-Irish	45	34.9
Mennonites	40	31.0
Poles	38	29.5
Pa. Germans (see also Germans)	37	28.7
Greeks	36	27.9
Spanish	35	27.1
Asian Indians	34	26.4
Dutch (Holland)	34	26.4
Swedes	34	26.4
Central Americans	31	24.0
South Americans	30	23.3
Vietnamese	30	23.3
Cubans	29	22.5
Mormons	28	21.7
Czechs	27	20.9
Egyptians	27	20.9

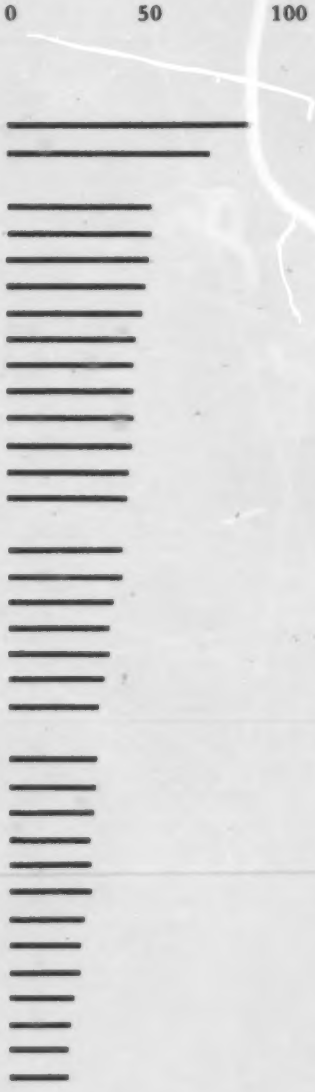

TABLE 30 (cont'd)

Ethnic Groups Studied by Public School Systems
Reporting Ethnic Studies Programs
(N=129)

Ethnic Group	No. of Systems	%	0 50 100
Hungarians	27	20.9	
Canadians	26	20.2	
Slovaks	25	19.4	
Ukrainians	25	19.4	
Scots	23	17.8	
Moravians	22	17.1	
French Canadians	17	13.2	
Saudi-Arabians	17	13.2	
Croatians	16	12.4	
Finns	16	12.4	
Koreans	15	11.6	
Lithuanians	15	11.6	
Swiss	15	11.6	
Yugoslavs	15	11.6	
Norwegians	14	10.9	
Welsh	14	10.9	
Filipinos	13	10.1	
Lebanese	13	10.1	
Portuguese	13	10.1	
Danes	11	8.5	
Turks	11	8.5	
Austrians	10	7.8	
Estonians	10	7.8	
Romanians	10	7.8	
Serbians	10	7.8	
Armenians	9	7.0	
Belgians	9	7.0	
Iranians	9	7.0	
Iraqis	9	7.0	
Jordanians	9	7.0	
Bulgarians	7	5.4	
Kuwaytis	7	5.4	
Latvians	7	5.4	

TABLE 30 (cont'd)

Ethnic Groups Studies by Public School Systems
Reporting Ethnic Studies Programs
(N=129)

Ethnic Group	No. of Systems	%	0 50 100
Macedonians	7	5.4	—
Libyans	7	5.4	—
Basques	6	4.7	—
Syrians	6	4.7	—
Algerians	5	3.9	—
Ruthenians	5	3.9	—
West Indians	4	3.1	—
Morroccans	2	1.6	.
Others	2	1.6	.

TABLE 31

Ethnic Studies Units Offered by Ethnic
Group—Public School Systems
(N=3219)

Ethnic Group	No. of Units	%	0 50 100
Blacks	285	8.9	—
Native Americans	199	6.2	—
Chinese	123	3.8	—
Jews	119	3.7	—
Amish	109	3.4	—
Japanese	107	3.3	—
English	97	3.0	—
Catholics	94	2.9	—
Mexicans	93	2.9	.
Germans (see also Pa. Dutch)	91	2.8	.
Irish	81	2.5	.
Italians	80	2.5	.

TABLE 31 (cont'd)

Ethnic Studies Units Offered by Ethnic Group–Public School Systems (N-3219)

Ethnic Group	No. of Systems	%	0 50 100
Quakers	79	2.5	-
Pa. Dutch	77	2.4	-
Russians	76	2.4	-
Puerto Ricans	73	2.3	.
Israelis (see Jews)	72	2.3	.
French	72	2.3	.
Greeks	56	1.7	.
Mennonites	54	1.7	.
Swedes	53	1.6	.
Scotch-Irish	53	1.6	.
Poles	48	1.5	.
Dutch	47	1.5	.
Vietnamese	45	1.4	.
Ukrainians	42	1.3	.
Spanish	42	1.3	.
Pa. Germans (see also Pa. Dutch)	42	1.3	.
South Americans	40	1.2	.
Asian Indians	39	1.2	.
Czechs	38	1.2	.
Egyptians	34	1.1	.
Central Americans	33	1.0	.
Canadians	32	.99	.
Mormons	31	.96	.
Cubans	31	.96	.
Moravians	29	.90	.
Hungarians	28	.87	.
Slovaks	27	.84	.
Scots	25	.78	.
Koreans	25	.78	.
French Canadians	22	.68	.
Saudi Arabians	20	.62	.
Welsh	19	.60	.
Finns	18	.56	.
Croatians	17	.53	.

TABLE 31 (cont'd)

Ethnic Studies Units Offered by Ethnic Group–Public School Systems (N=3219)

Ethnic Group	No. of Systems	%	0 50 100
Yugoslavs	16	.50	-
Swiss	16	.50	-
Portuguese	16	.50	-
Norwegians	16	.50	-
Multiethnic	15	.47	.
Lithuanians	15	.47	.
Filipinos	14	.43	.
Lebanese	13	.40	.
Danes	12	.37	.
Turks	11	.34	.
Austrians	11	.34	.
Serbians	10	.31	.
Jordanians	10	.31	.
Iraqis	10	.31	.
Iranians	10	.31	.
Estonians	10	.31	.
Belgians	10	.31	.
Romanians	9	.28	.
Macedonians	8	.25	.
Kuwaytis	8	.25	.
Armenians	8	.25	.
Syrians	7	.22	.
Libyans	7	.22	.
Latvians	7	.22	.
Bulgarians	7	.22	.
Basques	6	.19	.
West Indians	5	.16	.
Algerians	5	.16	.
Other	4	.12	.
Ruthenians	4	.12	.
Morroccans	2	.06	.

TABLE 32

Ethnic Studies Courses Offered by Ethnic Group—Public School Systems (N=539)

Ethnic Group	No. of Schools	%	0 50 100
Blacks	74	13.7	
Native Americans	48	8.9	
Multiethnic	31	5.5	
Catholics	22	4.1	
Chinese	22	4.1	
Jews	21	3.9	
Amish	20	3.7	
Russians	20	3.7	
Japanese	18	3.3	
Italians	16	3.0	
Egyptians	14	2.6	
Swedes	13	2.4	
Germans (see also Pa. Dutch)	11	2.0	
Pa. Dutch	10	1.9	
Quakers	10	1.9	
Asian Indians	9	1.7	
Dutch	9	1.7	
English	9	1.7	
Greeks	9	1.7	
Mexicans	9	1.7	
Irish	8	1.5	
Puerto Ricans	8	1.5	
Swiss	8	1.5	
Cubans	7	1.3	
Pa. Germans (see also Pa. Dutch)	7	1.3	
Poles	7	1.3	
South Americans	7	1.3	
Central Americans	6	1.1	
French	6	1.1	
Israelis (see also Jews)	6	1.1	
Macedonians	6	1.1	
Scotch-Irish	5	.93	
Spanish	5	.93	

TABLE 32 (cont'd)

Ethnic Studies Courses Offered by Ethnic Group–Public School Systems (N=539)

Ethnic Group	No. of Systems	%	0 50 100
Filipinos	4	.74	.
Mennonites	4	.74	.
Slovaks	4	.74	.
Ukrainians	4	.74	.
Vietnamese	4	.74	.
Canadians	3	.56	.
Czechs	3	.56	.
French Canadians	3	.56	.
Welsh	3	.56	.
Croatians	2	.53	.
Finns	2	.53	.
Lithuanians	2	.53	.
Moravians	2	.53	.
Mormons	2	.53	.
Portuguese	2	.53	.
Saudi Arabians	2	.53	.
Scots	2	.53	.
Austrians	1	.19	.
Danes	1	.19	.
Estonians	1	.19	.
Hungarians	1	.19	.
Koreans	1	.19	.
Lebanese	1	.19	.
Norwegians	1	.19	.
Turks	1	.19	.
Yugoslavs	1	.19	.
Others	1	.19	.

TABLE 33

Ethnic Studies Curricula Offered by Ethnic Group–Public School Systems (N=136)

Ethnic Group	No. of Schools	%	0 50 100
Multiethnic	16	11.8	
Blacks	12	8.8	
Native Americans	10	7.4	
Germans (see also Pa. Dutch)	5	3.7	
Amish	4	2.9	
French	4	2.9	
Irish	4	2.9	
Japanese	4	2.9	
Mexicans	4	2.9	
Pa. Dutch	4	2.9	
Russians	4	2.9	
Central Americans	3	2.2	
English	3	2.2	
Italians	3	2.2	
Jews	3	2.2	
Pa. Germans	3	2.2	
Poles	3	2.2	
Puerto Ricans	3	2.2	
Scotch-Irish	3	2.2	
Spanish	3	2.2	
Catholics	2	1.5	
French Canadians	2	1.5	
Mormons	2	1.5	
Quakers	2	1.5	
South Americans	2	1.5	
Swedes	2	1.5	
Swiss	2	1.5	
Ukrainians	2	1.5	
Vietnamese	2	1.5	
Asian Indians	1	.74	
Canadians	1	.74	
Chinese	1	.74	
Dutch (Holland)	1	.74	
Egyptians	1	.74	

TABLE 33 (cont'd)

Ethnic Studies Curricula Offered by Ethnic Group—Public School Systems (N-136)

Ethnic Group	No. of Systems	%	0 50 100
Greeks	1	.74	.
Hungarians	1	.74	.
Israelis (see Jews)	1	.74	.
Jordanians	1	.74	.
Koreans	1	.74	.
Macedonians	1	.74	.
Mennonites	1	.74	.
Moravians	1	.74	.
Portuguese	1	.74	.
Ruthenians	1	.74	.
Saudi-Arabians	1	.74	.
Scots	1	.74	.
Slovaks	1	.74	.
Welsh	1	.74	.
Others	1	.74	.

TABLE 34

Public School Systems Offering Units Courses and/or Curricula Dealing Exclusively With The Pennsylvania Ethnic Experience by Ethnic Group (N=141)

Ethnic Group	No. of Schools	%	0 50 100
Pa. Dutch	18	12.7	—
Amish	16	11.3	—
Pa. Germans	11	7.8	—
Quakers	10	7.1	—
Mennonites	8	5.7	—

TABLE 34 (cont'd)

Public School Systems Offering Units Courses and/or Curricula Dealing Exclusively With The Pennsylvania Ethnic Experience by Ethnic Group (N=141)

Ethnic Group	No. of Systems	%	0 50 100
Native Americans	7	4.9	—
Germans	6	4.2	—
Swedes	6	4.2	—
Moravians	5	3.5	—
Scotch-Irish	5	3.5	—
Blacks	4	2.1	—
Dutch (Holland)	4	2.1	—
Catholics	2	1.4	-
English	2	1.4	-
French	2	1.4	-
South Americans	2	1.4	-
Swedes	2	1.4	-
Armenians	1	.70	.
Austrians	1	.70	.
Belgians	1	.70	.
Bulgarians	1	.70	.
Croatians	1	.70	.
Cubans	1	.70	.
Czechs	1	.70	.
Finns	1	.70	.
Greeks	1	.70	.
Hungarians	1	.70	.
Irish	1	.70	.
Israelis (see Jews)	1	.70	.
Italians	1	.70	.
Japanese	1	.70	.
Jews	1	.70	.
Lithuanians	1	.70	.
Mexicans	1	.70	.
Norwegians	1	.70	.
Poles	1	.70	.
Puerto Ricans	1	.70	.
Romanians	1	.70	.
Russians	1	.70	.

TABLE 34 (cont'd)

Public School Systems Offering Units Courses and/or Curricula Dealing Exclusively With The Pennsylvania Ethnic Experience by Ethnic Group (N=141)

Ethnic Group	No. of Systems	%	0 50 100
Ruthenians	1	.70	.
Serbians	1	.70	.
Scots	1	.70	.
Slovaks	1	.70	.
Swiss	1	.70	.
Ukrainians	1	.70	.
Welsh	1	.70	.
Yugoslavs	1	.70	.
Multiethnic	1	.70	.

TABLE 35

Public School Systems Offering Units, Courses, and/or Curricula Dealing In Part With The Pennsylvania Ethnic Experience (N=811)

Ethnic Group	No. of Schools	%	0 50 100
Blacks	60	7.4	—
Native Americans	51	6.3	—
Amish	34	4.2	—
Germans (see also Pa. Dutch)	31	3.8	—
Jews	28	3.4	—
Quakers	28	3.4	—
Pa. Dutch	27	3.3	—
Catholics	25	3.1	—
Scotch-Irish	25	3.1	—
Irish	24	3.0	—

TABLE 35 (cont'd)

Public School Systems Offering Units, Courses, and/or Curricula Dealing in Part With The Pennsylvania Ethnic Experience (N=811)

Ethnic Group	No. of Systems	%	0 50 100
English	22	2.7	-
Chinese	20	2.5	-
Italians	20	2.5	-
Mennonites	20	2.5	-
Japanese	19	2.2	-
Pa. Germans (see also Pa. Dutch)	19	2.2	-
French	17	2.1	-
Israelis (see Jews)	17	2.1	-
Puerto Ricans	17	2.1	-
Mexicans	16	2.0	-
Russians	15	1.8	.
Asian Indians	14	1.7	.
Dutch (Holland)	14	1.7	.
Multiethnic	14	1.7	.
Mormons	12	1.4	.
Swedes	12	1.4	.
Vietnamese	12	1.4	.
Central Americans	11	1.3	.
Poles	11	1.3	.
Moravians	10	1.2	.
Egyptians	9	1.1	.
Scots	9	1.1	.
Slovak.	9	1.1	.
Ukrainians	9	1.1	.
Welsh	9	1.1	.
Cubans	9	.98	.
South Americans	9	.86	.
Spanish	7	.86	.
Greeks	6	.73	.
Hungarians	6	.73	.
Canadians	5	.62	.
Czechs	5	.62	.
French Canadians	5	.62	.
Croatians	4	.43	.

TABLE 35 (cont'd)

Public School Systems Offering Units, Courses, and/or Curricula Dealing in Part With The Pennsylvania Ethnic Experience (N=811)

Ethnic Group	No. of Systems	%	0 50 100
Finns	4	.43	.
Koreans	4	.43	.
Lebanese	4	.43	.
Lithuanians	4	.43	.
Swiss	4	.43	.
Iranians	3	.36	.
Iraqis	3	.36	.
Jordanians	3	.36	.
Norwegians	3	.36	.
Austrians	2	.25	.
Basques	2	.25	.
Bulgarians	2	.25	.
Estonians	2	.25	.
Filipinos	2	.25	.
Kuwaytis	2	.25	.
Libyans	2	.25	.
Portuguese	2	.25	.
Romanians	2	.25	.
Saudi Arabians	2	.25	.
Turks	2	.25	.
Yugoslavs	2	.25	.
Algerians	1	.12	.
Armenians	1	.12	.
Belgians	1	.12	.
Danes	1	.12	.
Latvians	1	.12	.
Macedonians	1	.12	.
Morroccans	1	.12	.
Ruthenians	1	.12	.
Serbians	1	.12	.
Syrians	1	.12	.
West Indians	1	.12	.
Others	1	.12	.

TABLE 36

Number of Years Ethnic Studies–Public School Systems
(N=129)

Years	No. of Schools	%	0 50 100
1	10	7.8	
2	20	15.5	
3Md	21	16.3	
4M	13	10.1	
5	16	12.4	
6	7	5.4	
7	7	5.4	
8	2	1.6	
9	1	0.8	
10	5	3.9	
20	1	0.8	
No Response	26	20.2	

Mean = 4.184
Median = 3.538

TABLE 37

Grade Levels Involved In Ethnic Studies–Public School Systems
(N=129)

Grade	No. of Schools	%	0 50 100
K	15	11.6	
1	20	15.5	
2	22	17.1	
3	25	19.4	
4	33	25.6	
5	33	25.6	
6	32	24.8	
7	42	32.6	
8	47	36.4	
9	53	41.1	
10	81	62.8	
11	97	75.2	
12	97	75.2	

TABLE 38

Number of Students Per Year Involved in Ethnic Studies–
Public School Systems
(N=129)

No. Students	No. of Schools	%	0 50 100
0-99	36	27.9	
100-199	15	11.6	
200-299	15	11.6	
300-399	6	4.7	
400-499	4	3.1	
500-599	2	1.6	
600-699	3	2.3	
700-799	4	3.1	
800-899	1	0.8	
900-999	2	1.6	
1000-1099	1	0.8	
1200-1299	4	3.1	
1300-1399	1	0.8	
1500-1599	3	2.3	
1600-1699	3	2.3	
2000+	12	9.3	
No Response	17	13.2	

Total Number Students = 84,464
Mean = 754.14
Median = 201.88

TABLE 39

Cultural Elements Studied by Public School Systems
With Ethnic Studies
(N=129)

Element	No. of Schools	%	0 50 100
History	119	92.2	
Social Customs	110	85.3	
Culture & Personality	107	82.9	
Beliefs	105	81.4	
Religion	101	78.3	
Attitudes	98	76.0	
Values	94	72.9	
Foods	85	65.9	
Social Organization	82	63.6	
Social Structure	81	62.8	
Art	78	60.5	
Literature	78	60.5	
Music	74	57.4	
Physical Characteristics	68	52.7	
Material Culture	59	45.7	
Language	52	40.3	
Kinship Structure	51	39.5	
Dialect	29	22.5	
Drama	23	17.8	
Body Language (Kinesics)	13	10.1	
Others	13	10.1	

TABLE 40

Concepts Included by Public School Systems With Ethnic Studies
(N=129)

Concept	Discipline	No. of Schools	%
Culture	Anthropology	117	90.7
Race	Anthropology	108	83.7
Prejudice	Sociology	108	83.7
Discrimination	Sociology	106	82.2
Poverty	Economics	103	79.3
Immigration	History	99	76.7
Racism	Sociology	99	76.7
Ghetto	Geography	96	74.4
Migration	History	90	69.8
Cultural Diversity	Anthropology	88	68.2
Ethnic Minority Group	Sociology	88	68.2
Melting Pot	Anthropology	87	67.4
Ethnic Group	Sociology	86	66.7
Racial Mixture	Anthropology	83	64.3
Social Protest	Political Science	83	64.3
Change	History	82	63.6
Cultural Assimilation	Anthropology	80	62.0
Identity	Psychology	78	60.5
Econ. Exploitation	Economics	76	58.9
Inner City	Geography	75	58.1
Oppression	Political Science	75	58.1
Region	Geography	73	56.6

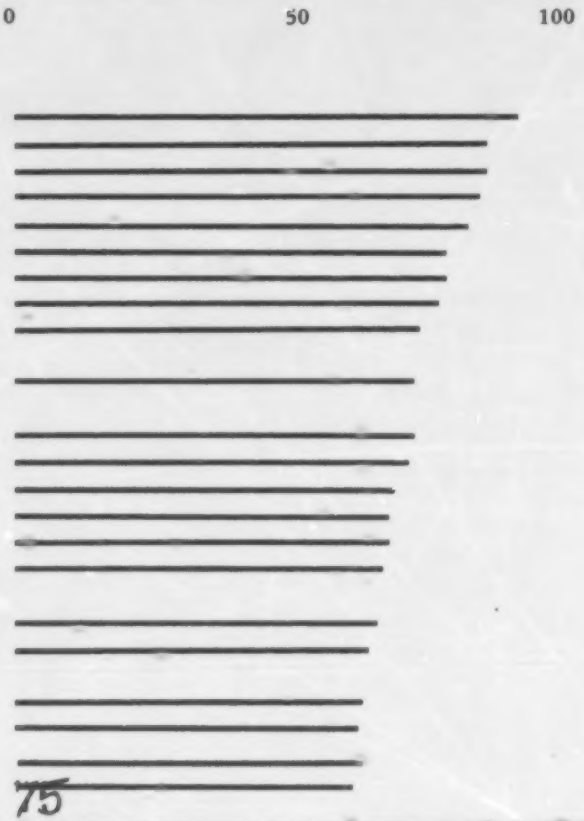

TABLE 40 (cont'd)

Concepts Included by Public School Systems With Ethnic Studies
(N=129)

Concept	Discipline	No. of Schools	%
Power	Political Science	73	56.6
Socialization	Sociology	73	56.8
Subculture	Anthropology	72	53.8
Ethnocentrism	Anthropology	68	52.7
Acculturation	Anthropology	64	49.6
Location	Geography	64	49.6
Aggression	Psychology	63	48.8
Interest Group	Political Science	62	48.1
Displacement	Psychology	62	48.1
Rebellion	Political Science	60	46.5
Repression	Psychology	60	46.5
Forced Acculturation	Anthropology	56	43.4
Capitalism	Economics	54	41.9
Powerless	Political Science	54	41.9
Separatism	Political Science	53	41.1
Colony	Political Science	52	40.3
Production	Economics	51	39.5
Ethnic Enclave	Geography	49	38.0
Colonized	Political Science	47	36.4
Consumption	Economics	47	36.4
Authority	Political Science	46	35.7
Power Elite	Political Science	44	34.1
Cultural Genocide	Anthropology	42	32.6
Scarcity	Economics	39	30.2
Legitimacy	Political Science	24	18.6
Syncretism	Anthropology	9	7.0

TABLE 41

Elements of Folklore Included by Public School Systems With Ethnic Studies (N=129)

Element	No. of Schools	%	0 50 100
Customs	95	73.6	
Legends	64	49.6	
Superstitions	62	48.1	
Folk Music	58	45.0	
Festivals	54	41.9	
Folksongs	53	41.1	
Folk Handicrafts	52	40.3	
Folk Art	50	38.8	
Folktales	47	36.4	
Folk Dance	40	31.0	
Proverbs	35	27.1	
Rhymes and Folk Poetry	28	21.7	
Ballads	27	20.9	
Folk Architecture	26	20.2	
Folk Speech	26	20.2	
Children's Games	21	16.3	
Folk Medicine	21	16.3	
Folk Drama	14	10.9	
Riddles	12	9.3	

Seventy of the systems (54.3%) have some type of community involvement in ethnic studies. Sixty-four of these school systems (91.4%) utilize persons in the community as resource people for their programs, while 55 use community resources (78.5%). Forty systems (57.1%) study ethnicity in their local communities and 29 (41.4%) interact with community organizations in an effort to enrich the student's ethnic studies experience [Tables 42 and 43].

As an aid to exploring ethnicity in the United States 35 of the Commonwealth's school systems (27.1%) have developed their own materials locally. Sixty-eight items have been produced. These include many multiethnic curriculum guides, units of study on various ethnic groups, and a few audio and video tapes, as well as other resources. The Berwick Area School System has a number of student-produced papers and photographic essays available for loan or purchase. The School District of Philadelphia offers for sale their publication *Joint System Social Studies Program*, which includes sections on the United States

TABLE 42

Community Involvement in Ethnic Studies–
Public School Systems
(N=70)

Type	No. of Schools	%	0 50 100
Use of human resources in the community	64	91.4	
Use of community resources	55	78.5	
Study of the community	40	57.1	
Interaction with community organizations	29	41.4	
Community involvement in curriculum planning	8	11.4	
Other	4	5.7	
A community based instructional program	3	4.3	

ethnic experiences of Native Americans, Blacks, Chinese, Germans, Irish, Italians, Japanese, Jews, Mexicans, Poles, Puerto Ricans, and Ukrainians. Also available are Philadelphia's *Ethnic Studies: Lessons and Activities* and *Ethnic Studies: Resource Guide.* The public school systems of Pennsylvania have multiethnic materials available for purchase or loan as well as items dealing with Blacks, English, Italians Native Americans, Scots, Spanish, Ukrainians, and others [Tables 44, 45, and 46].

TABLE 43

Community Involvement in Ethnic Studies Programs–Public School Systems
(N=70)

	Community Involvement in Curriculum Planning	Use of Community Resources	Use of Human Resources in the Community	A Community Based Instructional Program	Study of the Community	Interaction with Community Organizations	Other
Abington Heights		X	X				
Aliquippa Borough		X	X		X		
Allentown City		X	X		X		
Altoona Area			X		X		
Ambridge		X	X		X	X	
Annville-Cleona		X	X		X	X	
Babcock			X				
Beaver Area		X	X				
Berwick Area		X	X		X	X	
Bethel Park		X	X				
Bristol Borough	X		X				
Brownsville Area		X	X		X	X	
Burgettstown		X	X		X		
Butler Area	X	X	X		X	X	
Centennial		X	X				
Chester-Upland	X	X	X			X	
Chichester					X	X	
Coatesville		X	X				
Dallastown		X	X		X		
Derry Township		X	X		X		
Eastern Lancaster County		X	X		X		

TABLE 43 (cont'd)

Community Involvement in Ethnic Studies Programs–Public School Systems
(N=70)

Community Involvement in Curriculum Planning	Use of Community Resources	Use of Human Resources in the Community	A Community Based Instructional Program	Study of the Community	Interaction with Community Organizations	Other
Eastern Lebanon County		X	X			
East Penn		X	X		X	X
Exeter		X	X			
Fairview		X				X
Fleetwood		X				
Governor Mifflin			X			
Greater Latrobe		X				
Hamburg			X		X	
Harrisburg		X	X			X
Huntingdon Area	X	X	X		X	X
Interboro		X	X		X	
Jersey Shore		X	X			
Juniata Valley		X	X			
Kennett Consolidated			X			
Keystone Oaks		X	X			
Lampeter-Strasburg		X	X			
Lancaster	X	X	X	X	X	X
Marple-Newtown		X	X			
Methacton		X				
Midd-West		X	X	X	X	X
Moon Area		X	X		X	

TABLE 43 (cont'd)

Community Involvement in Ethnic Studies Programs--Public School Systems
(N=70)

	Community Involvement in Curriculum Planning	Use of Community Resources	Use of Human Resources in the Community	A Community Based Instructional Program	Study of the Community	Interaction with Community Organizations	Other
Moshannon Valley		X	X	X	X		
Neshaminy			X				
New Kensington Arnold		X	X		X	X	X
Perkiomen Valley			X				
Philadelphia City	X	X	X		X	X	
Phoenixville Area		X	X			X	
Pittsburgh		X	X		X	X	
Pittstown			X				
Pottstown		X	X				
Ridley		X	X		X	X	
Ringgold	X	X	X			X	X
Rockwood		X	X		X	X	
Rose Tree Media		X			X		
Salisbury Twp.		X			X	X	
Shaler		X				X	
Souderton		X	X		X	X	
Southern Columbia	X	X	X		X	X	X
Southmoreland					X		
Springfield			X				X
State College		X	X		X		

TABLE 43 (cont'd)

Community Involvement in Ethnic Studies Programs–Public School Systems
(N=70)

	Community Involvement in Curriculum Planning	Use of Community Resources	Use of Human Resources in the Community	A Community Based Instructional Program	Study of the Community	Interaction with Community Organizations	Other
Swissvale			X			X	
Wayne Highlands			X		X		
Waynesboro			X				
Wellsboro		X	X		X		
West Side–AVTS		X	X		X	X	
William Penn			X		X		
Wissahickon		X	X		X	X	
York City		X	X		X	X	

TABLE 44

Public School Systems With Locally Produced Ethnic Studies Materials (N=35)

School System	Ethnic Groups
Abington Heights	Multiethnic
Abington	Multiethnic
Babcock	Multiethnic
Berwick Area	Blacks, English, Italians, Scots, Ukrainians, Multiethnic
Brockway Area	Native Americans, Multiethnic
Brownsville Area	Multiethnic
Burgettstown Area	Multiethnic
Butler Area	Not specified
Carlisle Area	Multiethnic
Chichester	Multiethnic
Council Rock	Native Americans
Dallastown Area	Multiethnic
East Penn	Multiethnic
Fairview	Russians
Greater Latrobe	Multiethnic
Huntington Area	Blacks, Pennsylvania Dutch, Native Americans
Lancaster	Jews, Arabs
Marple Newtown	Not specified
Milton Area	Not specified
Moon Area	Multiethnic
Moshannon Valley	Czechs, Poles, Russians, Slovaks, Ukrainians
Palisades	Blacks, Native Americans, Spanish, Others
Philadelphia City	Multiethnic
Pittsburgh	Blacks, Germans, Irish, Italians, Jews, Poles, Multiethnic
Pottstown	Blacks
Rose Tree Media	Multiethnic
Salisbury Township	Multiethnic
Schuylkill Valley	Multiethnic
Souderton Area	Pennsylvania Dutch
Sto-Rox	Blacks, Native Americans, Multiethnic
Upper Moreland Township	Not specified
Wellsboro Area	Multiethnic
West Chester Area	Native Americans
Wissahickon	Multiethnic
Wyomissing Area	Native Americans

TABLE 45

Public School Systems with Locally Produced
Ethnic Studies Materials
Available for Loan

Blacks
Berwick Area
Palisides

English
Berwick Area

Italians
Berwick Area

Native Americans
Brockway Area
Council Rock
Palisades

Scots
Berwick Area

Spanish
Palisades

Ukrainians
Berwick Area

Others
Palisades

Multiethnic
Abington
Berwick Area
Carlisle Area
East Penn
Moon Area
Philadelphia City
Sto-Rox
Wellsboro Area

TABLE 46

Public School Systems with Locally Produced
Ethnic Studies Materials
Available for Purchase

Blacks
Berwick Area

English
Berwick Area

Italians
Berwick Area

Scots
Berwick Area

Ukrainians
Berwick Area

Multiethnic
Abington Heights
Berwick Area
Carlisle Area
Dallastown Area
Greater Latrobe
Moon Area
Philadelphia City
Sto-Rox

NONPUBLIC SCHOOLS

4

To complete the ethnic studies survey of schools in the Commonwealth all nonpublic elementary schools (1368), secondary schools (369), and licensed private academic schools with programs at the kindergarten level and above (228) were polled. An original and, if necessary three follow-up requests for information were sent to the 1981 nonpublic schools in Pennsylvania. Of these 647 replies were received, a return of 32.66%. One hundred (15.46%) of the respondents reported having ethnic studies [Table 47].

Blacks (59%) and Native Americans (54%) are the groups most often included by the nonpublic schools reporting ethnic studies. Of the total of 73 groups covered in programs, Catholics (44%), Jews (43%), and Chinese (42%) were others appearing frequently [Table 48].

One thousand and thirty-seven units of study, 269 courses, and 91 curricula are devoted to ethnic studies among these schools. Although the 189 units of study devoted to Slovaks (18.2%) is the most offered for any one group, this is primarily the work of one school, Saint Joseph Memorial of Hazleton which, according to Sister M. Clotilda, the school's principal, is in the parish of the oldest Slovak church in the Western Hemisphere. It was built by Slovak immigrants who also constructed a school where they hoped their children would receive an education according to American standards while, at the same time, learning and preserving their Slovak heritage. Slovak language and culture is taught daily in each of the school's eight grades and 180 units of study have been developed for this purpose. One hundred and fifteen units of study (11.1%) on Blacks and 88 on Native Americans (8.5%) have been produced by nonpublic schools for use in their ethnic studies programs. In all, units of study dealing with 72 different groups have been developed by these schools [Table 49]. Forty-one Black studies courses (15.2%) are the most on any single group, closely followed by

forty courses (14.9%) on Catholics. There are 21 Ukrainian courses (7.8%), 13 Native American (4.8%), 12 multiethnic (4.5%), and 11 on Jews (4.1%) [Table 50]. Catholic studies curricula predominate (11 schools, 12.1%), followed by multiethnic studies (8 schools, 8.8%), Black studies (7 schools, 7.7%), and Jewish studies (6 schools, 6.6%) [Table 51]. Of these units, courses, and curricula 42 are devoted to an exclusive study of the Pennsylvania ethnic experience of the groups covered, while 408 focus at least in part upon that experience [Tables 52 and 53].

Although 12% of the nonpublic schools report ethnic studies programs of more than twenty years duration, over half (52%) have been in operation for five years or less. Some of the schools with programs of long duration were begun with the preservation of a heritage as a major focus. The Greene Street Friends School of Philadelphia has been teaching the Quaker heritage since 1855 while the Lansdowne Friends School has been doing the same for 74 years. The Catholic tradition has been preserved by St. John The Evangelist School of Bellefonte for 88 years, at St. Francis Xavier of Pittsburgh for 75, and Brownsville Catholic for 60. St. Joseph Memorial, the Slovak Catholic school in Hazleton, has been in operation for 64 years, while the Jewish heritage has been a focus of the Solomon Schecter Day School of Philadelphia for 61 years. These programs help raise the average number of years of operation for the one hundred nonpublic schools reporting ethnic studies to 11.1 years. The median falls at 3.9 years, however [Table 54].

Among these one hundred schools, the emphasis on ethnic studies peaks during the middle grades and falls off somewhat at the secondary school level. Over 40% of the schools report ethnic studies in grades five through eight. Twenty percent include kindergarten in their programs, while for grades nine through twelve the figures are 22%, 25%, 32%, and 29% respectively [Table 55].

The total number of nonpublic school students involved in the Commonwealth is over 9450. Forty-five percent of the programs serve fewer than 100 students per year. The mean figure is 126 and the median 69. Saint Jerome School of Philadelphia reports the highest enrollment, 900 students [Table 56].

Ethnic studies students are engaged in programs which tend to focus on the history (92%), social customs (85%), beliefs (80%), religion (79%), culture and personality (73%), and attitudes (71%) of the groups examined, although a range of cultural elements are included by the Commonwealth's schools [Table 57]. The concepts which guide student inquiry into ethnicity are various as well. The anthropological concept culture (82%) and the historical concept immigration (73%) are most frequently used. A constellation of the sociological concepts: prejudice (69%), values (67%), ethnic group (64%), and discrimination

(64%) find their way into many of these programs as well. From anthropology, the concepts race (62%) and cultural diversity (60%) are also utilized frequently [Table 58]. Elements of folklore such as folk customs (68%), folksongs (54%), and legends (52%) are an added dimension for ethnic studies at these schools [Table 59].

A number of the schools also reach into their communities in an effort to enhance ethnic studies. Sixty-one (61%) of the schools have some kind of community involvement. The types most frequently employed are the use of community resources (78.7%), the use of human resources in the community (68.9%), study of the community (50.9%), and interaction with community organizations (47.5%) [Tables 60 and 61].

Nineteen of the nonpublic schools have developed their own materials for use in these ethnic studies programs. For example, Archbishop Ryan High School for Boys has produced a series of slides depicting the ethnic communities of Philadelphia. The Falk School of Pittsburgh has a locally published ethnic cookbook available for purchase, and Saint Nicholas School of Minersville has produced a series of materials on Ukrainians, from their history in America to *Eggs Beautiful–How to Make Ukrainian Easter Eggs* [Tables 62, 63, 64, and 65].

TABLE 47

Nonpublic Schools With Ethnic Studies
(N=100)

Abington Friends School
Academy of Notre Dame
Allegheny Academy
Allentown Catholic Diocese
Archbishop Ryan High School for Girls
Archbishop Ryan High School for Boys
Auberle Transitional School
Beth Israel Center
Bishop Hannan High School
Bishop Hoban High School
Bishop McDevitt High School
Bishop Neumann Business School
Bishop Neumann High School
Brownsville Catholic
Cardinal Dougherty High School
The Concept School
De LaSalle in Town
Quigley High School
Saint Augustine School
Saint Basil Academy
Saint Catherine School
Saint Clement School
Saints Cyril and Methodius
Saint Donato
Saint Elizabeth School
Saint Fidelis School
Saint Francis De Sales School
Saint Hubert's High School
Saint Jerome School
Saint Joan of Arc School–Hershey
Saint Joan of Arc School–Library
Saint John the Baptist School
Saint John the Evangelist High School–Pittston

TABLE 47 (cont'd)

Nonpublic Schools With Ethnic Studies
(N=100)

Delaware County Christian School
Elk County Christian High School
Epiphany Elementary School
Falk School
Forman Day School
Grace Christian School
Greenbank School
Green Street Friends School
Harbor Creek School for Boys
Hess Christian Day School
The Hill School
Holiday Park Methodist Kindergarten
Holy Ghost School
Holy Rosary School
Holy Trinity School
Immaculate Conception Ukrainian Catholic School
Jewish Day School
Lancaster Mennonite High School
Lansdowne Friends School
Lebanon Catholic High School
Mill Creek School
Mitchell School
Most Blessed Sacrament School
Most Holy Name Elementary School
Mother of Sorrows School
Nazareth Academy
Notre Dame High School–East Stroudsburg
Notre Dame High School–Moylan
Our Lady of Hungary School
Our Lady's Christian School
Our Lady of Victory
Penn Circle High School
Pittsburgh Academy
Polish National Catholic Church School
Project Learn, Inc.
Saint John the Evangelist High School-Bellefonte
Saint Joseph Memorial School
Saint Joseph School
Saint Ladislaus School
Saint Leonard's Academy
Saint Martha School
Saint Mary Assumption School
Saint Mary's School
Saint Nicholas School
Saint Patrick's School–Newry
Saint Patrick School–Norristown
Saint Peter School
Saint Raymond School
Saint Stanislaus School
Saint Stephen School
Saint Valentine School
Sara R. Bircher School
School of the Holy Child
The School in Rose Valley
Sewickley Academy Senior School
Solomon Schechter Day School–Philadelphia
Solomon Schecter Day School (West Branch–Wynnewood)
Trinity High School
Vanguard High School
Venango Christian High School
Villa Joseph Marie High School
Villa Maria Academy–Erie
Villa Maria High School–Villa Maria
West Philadelphia Catholic Girls High School
Westtown School
Yeshiva Academy

TABLE 48

Ethnic Groups Studied by Nonpublic Schools Reporting Ethnic Studies Programs
(N=100)

Ethnic Group	No. of Schools	%
Blacks	59	59
Native Americans	54	54
Catholics	44	44
Jews	43	43
Chinese	42	42
Japanese	36	36
Italians	34	34
Mexicans	34	34
Irish	32	32
Puerto Ricans	29	29
English	28	28
Quakers	28	28
Germans (also see Pa. Dutch)	27	27
Pa. Dutch	26	26
Amish	24	24
Russians	23	23
French	22	22
Poles	21	21
South Americans	21	21
Spanish	20	20
Israelis	20	20
Multiethnic	19	19
Mennonites	17	17
Scotch-Irish	17	17
Egyptians	16	16
Pa. Germans (see also Pa. Dutch)	16	16
Cubans	15	15
Asian Indians	14	14
Central Americans	14	14
Dutch (Holland)	13	13
Slovaks	13	13
Vietnamese	13	13
Canadians	12	12
Greeks	12	12
Czechs	10	10

TABLE 48 (cont'd)

Ethnic Groups Studies by Nonpublic Schools Reporting Ethnic Studies Programs
(N=100)

Ethnic Group	No. of Schools	%	0 50 100
French Canadians	10	10	—
Mormons	9	9	—
Portuguese	9	9	—
Welsh	9	9	—
Filipinos	8	8	—
Moravians	8	8	—
Saudi Arabians	8	8	—
Scots	8	8	—
Swedes	8	8	—
Ukrainians	8	8	—
Hungarians	7	7	—
Koreans	7	7	—
Austrians	5	5	—
Danes	5	5	—
Yugoslavs	5	5	—
Others	5	5	—
Belgians	4	4	-
Finns	4	4	-
Iranians	4	4	-
Syrians	4	4	-
Lebanese	3	3	-
Norwegians	3	3	-
Serbians	3	3	-
Swiss	3	3	-
West Indians	3	3	-
Armenians	2	2	-
Basques	2	2	-
Bulgarians	2	2	-
Croatians	2	2	-
Latvians	2	2	-
Lithuanians	2	2	-
Turks	2	2	-
Estonians	1	1	.
Jordanians	1	1	.
Morroccans	1	1	.
Romanians	1	1	.
Ruthenians	1	1	.

TABLE 49

Ethnic Studies Units Offered by Ethnic Group–Nonpublic Schools
(N=1037)

Ethnic Group	No. Units	%	0 50 100
Slovaks	189	18.2	
Blacks	115	11.0	
Native Americans	88	8.5	
Catholics	66	6.4	
Jews	52	5.0	
Chinese	46	4.4	
Mexicans	45	4.3	
Japanese	42	4.1	
Italians	40	3.9	
Irish	38	3.7	
French	33	3.2	
English	32	3.1	
Puerto Ricans	31	3.0	
Quakers	31	3.0	
South Americans	29	2.8	
Pa. Dutch	26	2.5	
Amish	24	2.3	
Germans (see also Pa. Dutch)	24	2.3	
Multiethnic	23	2.2	
Egyptians	22	2.1	
Israelis	21	2.0	
Ukrainians	21	2.0	
Cubans	20	1.9	
Greeks	19	1.8	
Mennonites	19	1.8	
Spanish	19	1.8	
Central Americans	16	1.5	
Poles	15	1.4	
Dutch (Holland)	14	1.3	
Pa. Germans (see also Pa. Dutch)	14	1.3	
Asian Indians	12	1.2	
Scotch-Irish	12	1.2	
Canadians	11	1.1	
Others	11	1.1	

TABLE 49 (cont'd)

Ethnic Studies Units Offered by Ethnic Group–Nonpublic Schools
(N=1037)

Ethnic Group	No. Units	%	0 50 100
Czechs	10	.96	.
French Canadians	10	.96	.
Vietnamese	10	.96	.
Portuguese	9	.96	.
Mormons	8	.77	.
Saudi Arabians	8	.77	.
Swedes	8	.77	.
Filipinos	7	.68	.
Hungarians	7	.68	.
Moravians	7	.68	.
Scots	7	.68	.
Welsh	7	.68	.
Koreans	6	.58	.
Austrians	5	.48	.
Danes	5	.48	.
Yugoslavs	5	.48	.
Belgians	4	.39	.
Finns	4	.39	.
Iranians	4	.39	.
Syrians	4	.39	.
Turks	4	.39	.
Lebanese	3	.29	.
Norwegians	3	.29	.
Serbians	3	.29	.
Swiss	3	.29	.
Basques	2	.19	.
Bulgarians	2	.19	.
Croatians	2	.19	.
Jordanians	2	.19	.
Latvians	2	.19	.
West Indians	2	.19	.
Armenians	1	.09	.
Estonians	1	.09	.
Lithuanians	1	.09	.
Morroccans	1	.09	.
Romanians	1	.09	.
Ruthenians	1	.09	.

TABLE 50

Ethnic Studies Courses Offered by Ethnic Group–Nonpublic Schools (N=269)

Ethnic Group	No. Courses	%	0 50 100
Blacks	41	15.2	
Catholics	40	14.8	
Ukranians	21	7.8	
Native Americans	13	4.8	
Multiethnic	12	4.5	
Jews	11	4.1	
Quakers	11	4.1	
Chinese	9	3.3	
Mennonites	9	3.3	
Slovaks	9	3.3	
Spanish	8	2.9	
Germans (see also Pa. Dutch)	7	2.6	
Irish	7	2.6	
Japanese	7	2.6	
Italians	6	2.2	
Russians	6	2.2	
Asian Indians	5	1.9	
English	5	1.9	
Mexicans	4	1.5	
Puerto Ricans	4	1.5	
South Americans	4	1.5	
Vietnamese	4	1.5	
Canadians	3	1.1	
Poles	3	1.1	
Amish	2	.74	
Cubans	2	.74	
Egyptians	2	.74	
Israelis	2	.74	
Koreans	2	.74	
Scotch-Irish	2	.74	
French	1	.37	
French Canadians	1	.37	
Greeks	1	.37	
Morroccans	1	.37	
Pa. Dutch	1	.37	
Pa. Germans (see also Pa. Dutch)	1	.37	
Scots	1	.37	
Welsh	1	.37	

TABLE 51

Ethnic Studies Curricula Offered by Ethnic Group–Nonpublic Schools (N=91)

Ethnic Group	No. of Curricula	%	0 50 100
Catholics	11	12.0	
Multiethnic	8	8.8	
Blacks	7	7.7	
Jews	6	6.6	
Chinese	5	5.5	
Irish	5	5.5	
Italians	5	5.5	
Germans (see also Pa. Dutch)	3	3.3	
Japanese	3	3.3	
Native Americans	3	3.3	
Poles	3	3.3	
Slovaks	3	3.3	
Amish	2	2.2	
Asian Indians	2	2.2	
Israelis	2	2.2	
Mexicans	2	2.2	
Quakers	2	2.2	
Spanish	2	2.2	
Vietnamese	2	2.2	
Cubans	1	1.1	
English	1	1.1	
Filipinos	1	1.1	
French	1	1.1	
Mennonites	1	1.1	
Mormons	1	1.1	
Pa. German (see also Pa. Dutch)	1	1.1	
Puerto Ricans	1	1.1	
Russians	1	1.1	
Serbians	1	1.1	
Scotch-Irish	1	1.1	
South Americans	1	1.1	
Ukrainians	1	1.1	
Welsh	1	1.1	
West Indians	1	1.1	

TABLE 52

Nonpublic Schools Offering Units, Courses, and/or Curricula Dealing Exclusively with the Pennsylvania Ethnic Experience by Ethnic Group (N=42)

Ethnic Group	No. of Schools	%	0 50 100
Amish	6	14.2	
Mennonites	5	11.9	
Pa. Dutch	5	11.9	
English	3	7.1	
Germans (see also Pa. Dutch)	3	7.1	
Native Americans	3	7.1	
Pa. Germans (see also Pa. Dutch)	3	7.1	
Quakers	3	7.1	
Catholics	2	4.8	
Irish	2	4.8	
Scotch-Irish	2	4.8	
Jews	1	2.4	
Moravians	1	2.4	
Poles	1	2.4	
Welsh	1	2.4	
Multiethnic	1	2.4	

TABLE 53

Nonpublic Schools Offering Units, Courses, and/or Curricula Dealing In Part With the Pennsylvania Ethnic Experience (N=408)

Ethnic Group	No. of Schools	%	0 50 100
Blacks	28	6.9	
Catholics	25	6.1	
Native Americans	21	5.1	
Italians	17	4.2	
Irish	16	3.9	
Germans (see also Pa. Dutch)	15	3.7	
Jews	15	3.7	
Quakers	15	3.7	
Amish	13	3.2	
Chinese	13	3.2	
Pa. Dutch	11	2.7	
English	10	2.5	
Japanese	10	2.5	
Poles	10	2.5	
Scotch-Irish	10	2.5	
Mexicans	9	2.2	
Spanish	9	2.2	
Israelis	8	2.0	
Puerto Ricans	8	2.0	
Mennonites	7	1.7	
Pa. Germans (see also Pa. Dutch)	7	1.7	
Russians	7	1.7	
Slovaks	7	1.7	
French	6	1.5	
Ukrainians	6	1.5	
Vietnamese	6	1.5	
Welsh	6	1.5	
South Americans	5	1.2	
Multiethnic	5	1.2	
Asian Indians	4	.98	
Cubans	4	.98	
Czechs	4	.98	
Dutch (Holland)	4	.98	
French Canadians	4	.98	

TABLE 53 (cont'd)

Nonpublic Schools Offering Units, Courses, and/or Curricula Dealing In Part With the Pennsylvania Ethnic Experience (N=408)

Ethnic Group	No. of Schools	%	0 50 100
Greeks	4	.98	•
Moravians	4	.98	•
Scots	4	.98	•
Portuguese	3	.73	.
Syrians	3	.73	.
Yugoslavs	3	.73	.
Armenians	2	.49	.
Austrians	2	.49	.
Belgians	2	.49	.
Canadians	2	.49	.
Central Americans	2	.49	.
Finns	2	.49	.
Hungarians	2	.49	.
Koreans	2	.49	.
Lithuanians	2	.49	.
Mormons	2	.49	.
Norwegians	2	.49	.
Serbians	2	.49	.
Swedes	2	.49	.
West Indians	2	.49	.
Bulgarians	1	.25	.
Croatians	1	.25	.
Danes	1	.25	.
Egyptians	1	.25	.
Estonians	1	.25	.
Filipinos	1	.25	.
Iranians	1	.25	.
Latvians	1	.25	.
Lebanese	1	.25	.
Morroccans	1	.25	.
Ruthenians	1	.25	.
Saudi Arabians	1	.25	.
Swiss	1	.25	.
Others	1	.25	.

TABLE 54

Number of Years Ethnic Studies–Nonpublic Schools

Years	No. of Schools	%	0 50 100
1	12	12.0	
2	11	11.0	
3	13	13.0	
4[Md]	9	9.0	
5	7	7.0	
6	3	3.0	
7	2	2.0	
8	2	2.0	
9	1	1.0	
10	4	4.0	
14[M]	1	1.0	
15	2	2.0	
20	1	1.0	
23	1	1.0	
25	1	1.0	
33	1	1.0	
35	2	2.0	
60	1	1.0	
61	1	1.0	
64	1	1.0	
74	1	1.0	
75	1	1.0	
88	1	1.0	
121	1	1.0	
No Response	20	20.0	

Mean = 11.1
Median = 3.9

TABLE 55

Grade Levels Involved in Ethnic Studies–Nonpublic Schools (N=100)

Grade	No. of Schools	%	0 50 100
K	20	20.0	
1	30	30.0	
2	30	30.0	
3	33	33.0	
4	37	37.0	
5	45	45.0	
6	46	46.0	
7	40	40.0	
8	42	42.0	
9	22	22.0	
10	25	25.0	
11	32	32.0	
12	29	29.0	

TABLE 56

Number of Students Per Year Involved in Ethnic Studies–Nonpublic Schools (N=100)

No. of Students	No. of Schools	%	0 50 100
0 - 99Md	45	45.0	
100 - 199M	16	16.0	
200 - 299	6	6.0	
300 - 399	4	4.0	
500 - 599	1	1.0	
600 - 699	2	2.0	
900 - 999	1	1.0	
No response	25	25.0	

Total Number Students = 9450
Mean = 126.0
Median = 69.0

TABLE 57

Cultural Elements Studied by Nonpublic Schools
With Ethnic Studies
(N=100)

Element	No. of Schools	%
History	92	92.0
Social Customs	85	85.0
Beliefs	80	80.0
Religion	79	79.0
Culture and Personality	73	73.0
Attitudes	71	71.0
Values	68	68.0
Foods	58	58.0
Music	57	57.0
Art	56	56.0
Social Organization	56	56.0
Social Structure	55	55.0
Literature	51	51.0
Language	49	49.0
Kinship Structure	39	39.0
Physical Characteristics	38	38.0
Material Culture	35	35.0
Drama	25	25.0
Dialect	11	11.0
Body Language (Kinesics)	10	10.0
Others	5	5.0

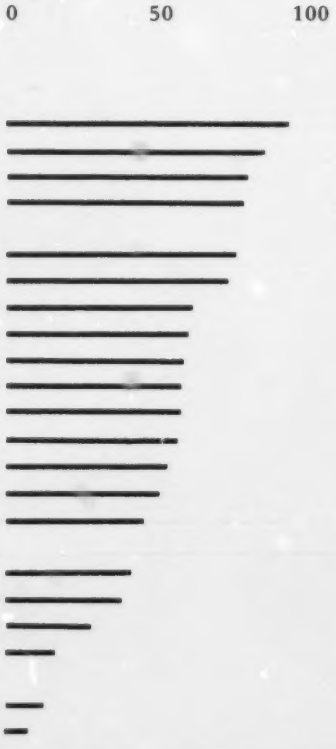

TABLE 58

Concepts Included by Nonpublic Schools With Ethnic Studies
(N=100)

Concepts	Disciplines	No. of Schools	%
Culture	Anthropology	82	82.0
Immigration	History	73	73.0
Prejudice	Sociology	69	69.0
Discrimination	Sociology	64	64.0
Ethnic Group	Sociology	64	64.0
Race	Anthropology	62	62.0
Cultural Diversity	Anthropology	60	60.0
Poverty	Economics	57	57.0
Racism	Sociology	56	56.0
Cultural Assimiliation	Anthropology	55	55.0
Identity	Psychology	55	55.0
Migration	History	54	54.0
Melting Pot	Anthropology	53	53.0
Ghetto	Geography	53	53.0
Oppression	Pol. Science	52	52.0
Social Protest	Pol. Science	51	51.0
Ethnic Min. Group	Sociology	51	51.0
Location	Geography	50	50.0

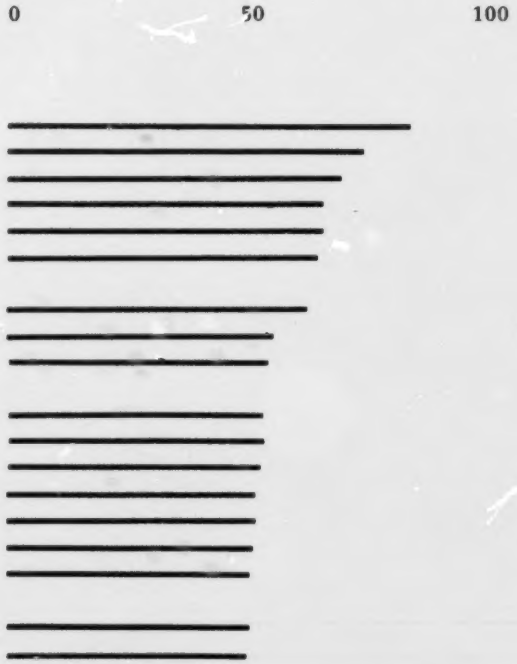

TABLE 58 (cont'd)

Concepts Included by Nonpublic Schools With Ethnic Studies
(N=100)

Concepts	Disciplines	No. of Schools	%
Change	History	45	45.0
Econ. Exploitation	Economics	44	44.0
Racial Mix	Anthropology	44	44.0
Socialization	Sociology	44	44.0
Inner City	Geography	43	43.0
Rebellion	Pol. Science	43	43.0
Acculturation	Anthropology	41	41.0
Authority	Pol. Science	41	41.0
Repression	Psychology	40	40.0
Production	Economics	39	39.0
Power	Pol. Science	39	39.0
Region	Geography	37	37.0
Colony	Pol. Science	37	37.0
Capitalism	Economics	36	36.0
Aggression	Psychology	36	36.0
Consumption	Economics	35	35.0
Displacement	Psychology	35	35.0
Colonized	Pol. Science	34	34.0
Separatism	Pol. Science	33	33.0
Ethnocentrism	Anthropology	32	32.0

TABLE 58 (cont'd)

Concepts Included by Nonpublic Schools With Ethnic Studies
(N=100)

Concepts	Disciplines	No. of Schools	%	0	50	100
Forced Acculturation	Anthropology	31	31.0			
Subculture	Anthropology	31	31.0			
Powerless	Pol. Science	29	29.0			
Power Elite	Pol. Science	27	27.0			
Cultural Genocide	Anthropology	25	25.0			
Scarcity	Economics	20	20.0			
Ethnic Enclave	Geography	18	18.0			
Interest Group	Pol. Science	17	17.0			
Legitimacy	Pol. Science	11	11.0			
Syncretism	Anthropology	5	5.0			

TABLE 59

Elements of Folklore Included by Nonpublic Schools With Ethnic Studies (N=100)

Element	No. of Schools	%	0 50 100
Customs	68	68.0	
Folksongs	54	54.0	
Legends	52	52.0	
Folk Music	46	46.0	
Folk Art	44	44.0	
Folk Handicrafts	40	40.0	
Folk Tales	40	40.0	
Festivals	39	39.0	
Superstitions	33	33.0	
Folk Dances	33	33.0	
Rhymes & Folk Poetry	30	30.0	
Proverbs	29	29.0	
Children's Games	27	27.0	
Folk Architecture	25	25.0	
Folk Speech	21	21.0	
Riddles	19	19.0	
Ballads	13	13.0	
Folk Drama	13	13.0	
Folk Medicine	9	9.0	
Folk Gestures	8	8.0	

TABLE 60

Community Involvement in Ethnic Studies–Nonpublic Schools
(N=61)

Type	No. of Schools	%	0 50 100
Use of Community Resources	48	78.7	
Ues of Human Resources in the Community	42	68.9	
Study of the Community	31	50.9	
Interaction with Community Organizations	29	47.5	
Community Involvement in Curriculum Planning	9	14.8	
Other	7	11.5	
A Community Based Instructional Program	4	6.6	

TABLE 61

Community Involvement in Ethnic Studies Programs–Nonpublic Schools
(N=61)

	Community Involvement in Curriculum Planning	Use of Community Resources	Use of Human Resources in the Community	A Community Based Instructional Program	Study of the Community	Interaction with Community Organizations	Other
Abington Friends School			X			X	X
Academy of Notre Dame		X				X	
Allentown Catholic Diocese		X	X				
Archbishop Ryan High School for Boys		X			X	X	
Beth Israel Center	X					X	
Bishop Hannon High School		X			X		
Bishop Hoban High School		X				X	
Bishop McDevitt High School					X		
Brownsville Catholic	X	X	X			X	
Cardinal Dougherty High School		X	X		X	X	
De LaSalle in Town		X	X				
Delaware County Christian School		X	X				
Elk County Christian School	X	X	X				
Falk School		X			X		
Forman Day School		X	X			X	
Grace Christian School		X					

TABLE 61 (cont'd)

Community Involvement in Ethnic Studies Programs–Nonpublic Schools
(N=61)

	Community Involvement in Curriculum Planning	Use of Community Resources	Use of Human Resources in the Community	A Community Based Instructional Program	Study of the Community	Interaction with Community Organizations	Other
Greenbank School		X			X		
Green Street Friends School		X	X			X	
The Hill School		X	X			X	
Holiday Park Methodist Kindergarten		X					
Holy Rosary School		X	X		X		
Jewish Day School					X	X	
Lancaster Mennonite High School		X	X		X	X	
Landsdowne Friends School	X		X				X
Lebanon Catholic High School		X	X		X	X	
Most Blessed Sacrament School	X	X	X		X		
Most Holy Name Elementary School		X	X		X		
Mother of Sorrows School		X	X			X	

TABLE 61 (cont'd)

Community Involvement in Ethnic Studies Programs–Nonpublic Schools
(N=61)

	Community Involvement in Curriculum Planning	Use of Community Resources	Use of Human Resources in the Community	A Community Based Instructional Program	Study of the Community	Interaction with Community Organizations	Other
Notre Dame High School–Moylan				X			
Penn Circle High School		X	X		X	X	
Pittsburgh Academy		X					
Project Learn, Inc.		X	X		X	X	
Quigley High School		X	X			X	X
Saint Augustine School		X	X		X		
Saint Basil Academy		X	X			X	
Saint Clement School	X	X	X	X	X	X	
Saints Cyril and Methodius School						X	
Saint Francis De Sales School		X	X			X	X
Saint Francis Xavier School		X			X		
Saint Jerome School	X	X	X				
Saint Joan of Arc School–Library					X		

TABLE 61 (cont'd)

Community Involvement in Ethnic Studies Programs–Nonpublic Schools
(N=61)

	Community Involvement in Curriculum Planning	Use of Community Resources	Use of Human Resources in the Community	A Community Based Instructional Program	Study of the Community	Interaction with Community Organizations	Other
Saint John the Evangelist High School–Bellefonte		X	X	X		X	X
Saint Joseph Memorial School			X		X	X	
Saint Joseph School Hazleton		X	X		X	X	
Saint Ladislaus School							X
Saint Leonard's Academy		X	X		X		
Saint Mary Assumption School		X	X		X		
Saint Mary's School		X	X		X		
Saint Nicholas School					X	X	
Saint Patrick's School–Newry		X					
Saint Patrick School–Norristown		X			X		
Saint Stephen School		X	X		X	X	
School of the Holy Child	X	X	X	X	X	X	

TABLE 61 (cont'd)

Community Involvement in Ethnic Studies Programs–Nonpublic Schools
(N=61)

	Community Involvement in Curriculum Planning	Use of Community Resources	Use of Human Resources in the Community	A Community Based Instructional Program	Study of the Community	Interaction with Community Organizations	Other
Solomon Schecter Day School–Phila.	X	X	X		X	X	
Solomon Schechter Day School (West Branch)–Wynnewood		X	X		X	X	X
Trinity High School		X	X				
Vanguard High School			X				
Venango Christian High School		X	X			X	
West Philadelphia Catholic Girls High School		X	X		X		
Westtown School		X	X				
Yeshiva Academy			X				

TABLE 62

Nonpublic Schools With Locally Produced Ethnic Studies Materials
(N=19)

School	Ethnic Group
Archbishop Ryan High School for Boys	Multiethnic
Brownsville Catholic	Catholics
Falk School	Multiethnic
Lansdowne Friends School	Quakers
Most Blessed Sacrament School	Multiethnic
Notre Dame High School–Moylan	Multiethnic
Saint Augustine School	Blacks, Multiethnic
Saint Francis Xavier School	Multiethnic
Saint John the Baptist School	Carpatho–Ruthenian
Saint Joseph School–Hazleton	Multiethnic
Saint Mary Assumption School	Multiethnic
Saint Mary's School	Multiethnic
Saint Nicholas School	Ukrainians
Saint Stephen School	Multiethnic
School of the Holy Child	Multiethnic
Solomon Schechter Day School–Phila.	Jews
Solomon Schechter Day School (West Branch)–Wynnewood	Not Specified
Venango Christian High School	Multiethnic
Villa Joseph Marie High School	Multiethnic

TABLE 63

Nonpublic Schools With Locally Produced Ethnic Studies Materials by Ethnic Group

Blacks	(1) Saint Augustine School
Catholics	(1) Brownsville Catholic
Jews	(1) Solomon Schechter Day School–Philadelphia

TABLE 63 (cont'd)

Nonpublic Schools With Locally Produced Ethnic Studies Materials by Ethnic Group

Quakers	(1) Lansdowne Friends School
Ruthenians	(1) Saint John the Baptist School
Ukrainians	(1) Saint Nicholas School
Multiethnic	(12) Archbishop Ryan High School for Boys Falk School Most Blessed Sacrament School Notre Dame High School–Moylan Saint Augustine School Saint Joseph School–Hazelton Saint Mary Assumption School Saint Mary's School School of the Holy Child Venango Christian High School Villa Joseph Marie High School

TABLE 64

Nonpublic Schools With Locally Produced Ethnic Studies Materials Available for Loan

Jews	(1) Solomon Schechter Day School–Philadelphia
Ruthenians	(1) Saint John the Baptist School
Ukrainians	(1) Saint Nicholas School
Multiethnic	(1) Saint Joseph School–Hazelton

TABLE 65

Nonpublic Schools With Locally Produced Ethnic Studies Materials Available for Purchase

Jews	(1) Solomon Schechter Day School–Philadelphia
Multiethnic	(2) Falk School School of the Holy Child

5 SUMMARY AND CONCLUSIONS

Of the 1432 schools responding to the Pennsylvania Ethnic Heritage Studies Questionnaire, 294 (20.5%) reported having ethnic studies. Sixty-five of the 227 postsecondary institutions (28.63%), 129 of the 558 public school respondents (24.39%), and 100 of the 647 nonpublic schools (15.36%) indicated that they offered ethnic studies of some sort. This falls far short of an ideal which states that the experiences and contributions of the Commonwealth's peoples should be commonly studied by all students in "the Keystone State." Cultural pluralism, a fact of Pennsylvania's life, is not, it appears, a fact of educational significance for the majority of the Commonwealth's schools. More research is needed to determine whether this circumstance means that multicultural education, too, is an uncommon feature in Pennsylvania's educational institutions. Nationally, it is to be remembered, an ethnic studies curriculum is positively correlated to the inclusion of other aspects of multicultural education, whereas the absence of such a curriculum is an indication that the opposite is true.

All of Pennsylvania's ethnic groups are, thereby, underrepresented, in a curricular sense, in the schools of the Commonwealth. On the assumption that cross-cultural understanding is a necessary ingredient in general human understanding, citizenship in a culturally pluralistic society demands commitment to an education which is multicultural in nature. To the extent that Pennsylvania's schools do not offer curricula which reflect the diversity of the Commonwealth and the nation, they ill-prepare citizens for responsible participation in a democratically pluralistic society.

The absence of multiculturalism in the schools is a disservice to all of Pennsylvania's peoples. For instance, Slavic groups represent 28% of the Commonwealth's population. Only twelve postsecondary institu-

tions, 38 public school systems and 21 nonpublic schools study Poles, however. Other Slavic groups appear in curricula as follows:

Ethnic Group	Postsecondary (N=227)	Public (K-12) (N=558)	Nonpublic (K-12) (N=647)
Bulgarians	2	7	2
Croatians	4	16	2
Czechs	5	27	10
Hungarians	5	27	7
Lithuanians	2	15	2
Romanians	0	10	1
Russians	8	50	23
Ruthenians	5	5	1
Serbians	3	10	3
Slovaks	6	25	13
Ukrainians	6	25	8
Yugoslavs	2	15	5

Italians, 17% of the Commonwealth's population, appear in curricula at 8 postsecondary schools, 55 public school systems, and 34 nonpublic schools, and Germans (15% of the population) in 11, 65, and 27 respectively.

This is not to suggest that groups should be represented in curricula merely on the basis of their population, either nationally, statewide, or in local communities. In fact, the challenge, primarily for the public schools (K-12), is to include all of the nation's ethnic groups in multidisciplinary/multiethnic curricula during the thirteen year, kindergarten through grade twelve, cycle.

If assimilationist curricula are predominant within Pennsylvania's schools, the assimilationist mentality is reflected to some extent by those schools reporting ethnic studies curricula as well. Although a "minority studies" syndrome is not in effect to the degree that it is nationally, Blacks and Native Americans are the groups most often studied at these schools. Hispanic groups are not included as frequently by Pennsylvania's schools, whereas Japanese and Chinese appear in programs at approximately the same rate as nationally. Among public school systems which report ethnic studies, Germans, Irish, and Italians are included at a slightly higher rate than the national averages.

Although only a fraction of the students in the Commonwealth (over 100,000 per year) are touched by ethnic studies in some form from kindergarten through postsecondary school, indications are that program growth and curriculum development are on the upswing. Over half of the postsecondary programs have been in operation for fewer than three years, while 26.2% of higher education ethnic studies pro-

grams in Pennsylvania were begun this year. Over one-third of the ethnic studies programs offered by public and nonpublic schools are less than three years old. Further, a network of communication in the area of ethnic studies is developing which includes the Commonwealth Department of Education and through it the public school systems of Pennsylvania, the Pennsylvania Ethnic Heritage Studies Center at the University of Pittsburgh, the Multicultural Education Center at Bloomsburg State College, California State College's Ethnic Heritage Center, the Institute for Ethnic Studies at West Chester State College, and others. This network in consort with agencies such as the Ethnic Studies Program of the Pennsylvania Historical and Museum Commission and ethnic organizations has the potential to give further impetus to the trend toward multicultural education among the schools of the Commonwealth, public, nonpublic, and postsecondary.

If the potential is present for state-wide impact in the area of multicultural education, so is the need. The vast majority of schools, and, therefore, students are not part of programs which reflect the culturally pluralistic reality of the Commonwealth and nation. There are no doctoral programs in multicultural education and/or ethnic studies provided by Pennsylvania's instititions of higher education. Indeed graduate education in these areas is quite limited. The ideal of a multidisciplinary/multiethnic curriculum reaching from kindergarten on, remains just that, an ideal, not a reality. Among public school systems and nonpublic schools reporting ethnic studies, the social studies are most commonly involved to the exclusion of most other disciplines. The later secondary school years, grades ten through twelve, are, primarily through elective courses, the grades at which public school pupils are most often offered the opportunity to become involved in ethnic studies. For nonpublic schools grades five through eight, the middle school years, most frequently offer this opportunity. At the college level history is far and away the most active discipline in the field of ethnic studies. Almost three-quarters of postsecondary institutions having ethnic studies report the involvement of their history departments in this endeavor. To a much lesser extent sociology (34 schools, 52.3%), English (28 schools, 43.1%), foreign languages (21 schools, 32.3%), and anthropology (20 schools, 30.8%) are a part of ethnic studies. Disappointingly, only 13 schools report the inclusion of the education disciplines in ethnic studies. If teacher education is not deeply involved and thoroughly committed to multicultural education and ethnic studies, it is unlikely that school personnel will have adequate academic preparation for curriculum development and teaching in this area. In only two cases are philosophy departments associated with ethnic studies. When theoretical formulations which adequately relate the concepts of cultural pluralism and democracy with education

are so in need of development, it is unfortunate that philosophers are not more actively engaged in theory building and program development in the areas of multicultural education and ethnic studies. Further, if programs are not multidisciplinary, a fully articulated view of ethnicity is not provided. Unidimensional views of the ethnic experience ill-serve the cause of cross-cultural understanding, a comprehension of rich diversity. By and large, however, programs, where they are present, are not fully integrated, multiethnic, nor multidisciplinary. They do not encompass all grade levels nor touch all students.

The curricular orientations in ethnic studies appears to be informational with the emphasis on history. This, most likely, reflects the involvement of the history discipline in ethnic studies as well as the training of social science teachers in public and nonpublic schools. Most schools engaged in ethnic studies provide a broad sociocultural focus as well. Value inquiry appears to be a part of most programs. Beliefs, religion, attitudes and values are cultural elements investigated by most schools reporting ethnic studies. At all educational levels kinesics and dialect are largely ignored, although data in these areas have grown rapidly over the last few years. Most of the schools rely on a rather narrow base of social science concepts to guide ethnic studies inquiry, as well. Whereas certain anthropological and sociological concepts are frequently employed, the conceptual orientations provided by economics, political science, psychology, and geography seldom appear. This, too, probably reflects the relative amount of involvement of these disciplines in ethnic studies at the postsecondary level, the type of training received by public and private school teachers at the kindergarten through grade twelve levels, and the natu e of materials available for use in these programs. Disciplines, and therefore concepts, outside the social sciences are minimally employed in ethnic studies in Pennsylvania. It is difficult to hypothesize, then, that the elements of ethnic cultures such as songs, music, dance, and legends which appear in some ethnic studies programs are utilized for incisive analytical purposes. It is easier to assume these to be regarded merely as cultural curios rather than as conceptual reference points for insightful investigation of the heart and mind of a people. Undoubtedly, some programs utilize folklore for this purpose. Further research should indicate which of these may be used as curricular models for other schools in the Commonwealth.

Over half of the ethnic studies programs (57.0% of postsecondary programs, 54.3% of public school programs, and 61.0% of nonpublic school programs) reach into their communities and the communities of others for enrichment. This is the logical extension of courses and curricula which focus on people. Going to the people for involvement in curriculum building, utilizing the attributes of those in the com-

munity who wish to participate, bringing students into the community and the community into the school, breathes life and humanity into these programs. The most common forms of community involvement include the use of community resources, the use of human resources in the community, study of the community, and interaction with community organizations. There is community involvement in curriculum planning and/or a community based instructional program at very few schools, in spite of the fact that diversity of input at all levels of program development should help insure coverage of the wide range of perspectives present in a culturally pluralistic society.

Although a wide range of general materials are presently available for use in ethnic studies, a few of Pennsylvania's schools are actively engaged in the production of their own resources. These are primarly for local use and tend to focus on local communities, but some are available for loan or purchase. Product development is often an excellent teaching-learning tool in ethnic studies and should be encouraged. Ethnic oral studies on audio and/or video tape, ethnic family histories, and other such endeavors can be used to bridge cultural and generational gaps while bringing students in contact with their communities and the human and material resources within them. These and other techniques such as simulation, gaming, total immersion in settings which provide for cross-cultural contact, and other strategies which can be product oriented provide mechanisms for students coming to grips with their own ethnic identities as well as those of others. The material resources which emerge from these enterprises provide a content base and conceptual reference points for future students, thereby enriching curricula. To the extent that schools so engaged make these materials available for use in other programs, the scope of content for ethnic studies is broadened. Thereby, conceptual as well as experiential learning affords students the opportunity to understand the contributions which ethnic groups have made to the development of the Commonwealth and nation. They will come to know that an understanding of this country entails a knowledge of its peoples.

In summary, a very small proportion of Pennsylvania's postsecondary schools, public school systems, and nonpublic schools are presently engaged in ethnic studies. However, ethnic studies is a relatively new enterprise and a growth trend is in evidence. Further, a skeletal structure for a communications network among programs, which could assist further program development, is present. Many more ethnic studies programs need to be developed and a much wider range of ethnic groups included. This is primarily a task for the public schools, as it is in the public interest that the culturally pluralistic nature of our democratic society be reflected in school curricula designed for the general public. Program development is to be encouraged

in Pennsylvania's nonpublic educational institutions as well, as responsible participation in a democratically pluralistic society rests, in part, on cross-cultural understanding. It follows that teacher education should be multicultural in nature. The quality and extent of ethnic studies will rest upon the foundation of training the Commonwealth's teachers receive. The number of students per year (100,000) who are presently touched by ethnic studies within Pennsylvania should rise to include all and should encompass all grade levels, rather than the concentration toward the latter years which is presently the case. A wider range of disciplines needs to be engaged in the ethnic studies enterprise and the foundations of inquiry should be broadened beyond the narrow base of social science concepts presently employed. Community participation in ethnic studies should be encouraged to the extent that each program has a community component. Ideally community involvement would begin with curriculum development and would extend through the production of materials for use in ethnic studies.

Recommendations

The Commonwealth of Pennsylvania appears to have made some excellent provisions for multicultural education and ethnic studies in the areas of curriculum, teacher certification, staff development, and the establishment of a resource center. Provisions for bilingual/bicultural education and the assignment of a person to ethnic studies have been made at the state level. Materials in these areas have been developed by the Department of Education.

As early as 1970 Pennsylvania expressed its concern for teacher preparation in multicultural education by issuing in its *Policies, Procedures and Standards for Certification of Professional School Personnel* the following standard (XIV) for programs leading to teacher certification:

> The program shall include intergroup content and experience which encourage intellectual awareness of and emotional sensitivity to the cultural pluralism of our schools and society.[20]

In further implementing Standard XIV "Program Approved Guidelines for Intergroup Education" were developed by the Pennsylvania Department of Education in 1972. A detailed listing of basic program components, basic program competencies, knowledge components, skills components, a description of an exemplary learning environment, and a list of resources are included in these guidelines.

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20 Pennsylvania Board of Education, *Policies, Procedures and Standards for Certification of Professional School Personnel*, 1970, Standard XIV.

John C. Pittenger, as Secretary of Education for the Commonwealth, wrote in this document:

> In accordance with *Regulations of the State Board of Education,* Chapters Seven and Ten and the policies announced by Governor Milton J. Shapp, the Pennsylvania Department of Education has a commitment to alleviate prejudice and discrimination experienced by minority groups and women in our society. Obviously, the shaping of the beliefs and discriminatory tenets of children and youths in the schools is a responsibility which all teachers must assume. Without some interventionist studies and experiences for prospective teachers and inservice teachers, the patterns of prejudice and negative learning environments presently prevailing in our schools will continue.
>
> Recognizing the necessity of breaking the cyclical effects of education regarding this vital social phenomenon, the Division of Teacher Education and the Division of Intergroup and Civil Rights Education prepared guidelines to be used in changing teacher education programs, undergraduate and graduate.[21]

Not only are graduates of Pennsylvania's teacher preparatory program supposed to be well grounded in multicultural education, public school curricula are to be multiethnic as well. Thus, the following regulation was passed by the State Board of Education:

> 5.23 The instructional program of every school shall include intergroup concepts which are designed to improve students' understanding and relationships between individuals and groups of different sexes, races, national origins, religions, and socio-economic backgrounds.[22]

In 1974 the Commonwealth of Pennsylvania authorized the expenditure of $50,000.00 for the establishment of the Pennsylvania Ethnic Heritage Studies Center which is located at the University of Pittsburgh. Senate Bill 1618 authorizes this center to:

(1) Collect information and research materials necessary for the study of the ethnic heritage of the Commonwealth.
(2) Undertake, coordinate and promote research on the Commonwealth's ethnic history.
(3) Develop curriculum materials for use in elementary and secondary schools which deal with ethnic groups of the Commonwealth and their contributions to the American heritage.
(4) Train persons in the development of research techniques and in the preparation and use of curriculum materials.[23]

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21 John C. Pittenger, "Foreward," *Program Approval Guidelines for Intergroup Education,* April, 1972 (Pennsylvania Department of Education).

22 Pennsylvania Board of Education, *Curriculum Regulations,* Sec. 5.23.

23 Pennsylvania, *Senate Bill No. 1618,* 1974, Act No. 322, p. 872.

These standards, guidelines and regulations coupled with legislation establishing the Pennsylvania Ethnic Heritage Studies Center should make the Commonwealth one of the national leaders in multicultural education and ethnic studies. Indeed, the bulk of the programs that are now present have been developed since the first of these provisions was initiated in 1970. However, fewer than 25% of the Commonwealth's public school systems presently report ethnic studies curricula. Not one-third of Pennsylvania's postsecondary institutions have such programs. Only 15% of the nonpublic schools responding to the survey have ethnic studies. Only 13 teacher education programs are reported as involved in this area.

In establishing these provisions the Commonwealth of Pennsylvania has recognized its culturally pluralistic nature and that of the nation. It has mandated that this pluralism be reflected in its schools. There is a question, however, as to how deep a commitment to cross-cultural understanding through multicultural/multiethnic education actually exists throughout the Commonwealth. The results of the Pennsylvania Ethnic Heritage Studies Survey cast some doubt on the nature and extent of this commitment. There remains a large gap between the ideals of democratic pluralism in education and the reality of education in Pennsylvania.

It is apparent that Pennsylvania's standards, guidelines, and regulations have not, as yet, been widely implemented. A working hypothesis which emerges from this analysis of ethnic studies of Pennsylvania might be that, barring stringent enforcement of these provisions, it is unlikely that multicultural/multiethnic education ever will be a generally practiced mode of education within the Commonwealth.

If, however, democratic pluralism is a valid principal for life in the United States, multicultural education including ethnic studies is a necessary and foundational element of the public schooling of those being educated for responsible participation in our society. The inclusion of multicultural/multiethnic education in the public schools of the Commonwealth cannot, then, be left to chance.

The Pennsylvania Department of Education should, therefore, vigorously encourage public school systems to show meaningful movement toward multicultural/multiethnic education. The development of fully articulated programs in this area should be an important factor in decisions pertaining to accreditation.

In like manner, institutions which certify teachers in Pennsylvania, should be able to offer substantive proof that they are abiding by the "Program Approval Guidelines for Intergroup Education" as well as assisting preservice teachers in building competencies for teaching ethnic studies in the elementary and secondary schools. Accreditation of teacher education programs in the Commonwealth should be based, in part, on meeting these guidelines.

In order to assist public school systems, teacher education programs, and nonpublic schools that wish to participate, the Commonwealth of Pennsylvania should increase its funding of the Pennsylvania Ethnic Heritage Studies Center to at least the level originally proposed, an amount of $200,000.00, and preferably much more. The Center, then, should establish branch operations utilizing the presently functioning centers at Bloomsburg State College, California State College, West Chester State College, and, in consultation with the State Department of Education, form other branches where feasible. The roles for these branches should include curriculum and materials development, the training of teachers, and consultation with schools in their regions to the end of developing programs in multicultural/multiethnic education.

This network's first order of business should be the development of multidisciplinary/multiethnic curricula for grades K-12, which are designed so that they may be readily introduced into existing school programs, and, in an effort that these curricula and the materials associated with their use are utilized for optimum effect, the building of systems for training persons involved in the ethnic heritage studies endeavor. This latter effort entails the design of multicultural teacher education programs which will provide preservice, inservice, and graduate training in: implementing the K-12 curricula which are developed, the utilization of presently available multicultural/multiethnic materials; methods for developing materials locally; methods for teaching ethnic studies; and methods of teaching across cultures through a thorough understanding of the cultural backgrounds of students.

This program development will necessitate a wide range of communication and cooperation. As coordinated by the Pennsylvania Ethnic Heritage Studies Center at the University of Pittsburgh and the Pennsylvania Department of Education, this will entail the efforts of: public and nonpublic school curriculum specialists and other personnel, both those with established programs and those wishing to develop programs; representatives of teacher education programs and other postsecondary school staff from a variety of disciplines; representatives of ethnic organizations and ethnic groups; representatives of Pennsylvania's Intermediate Units; and others.

Benefits should be derived from the quality of interaction necessary for the development of these curricula. The major impact, however, will be upon schools and students: schools which practice the ideal of democratic pluralism and students who come to understand the ethnic experience in Pennsylvania, and the nation, through an integrated multidisciplinary/multiethnic approach to learning.

APPENDIX A

PENNSYLVANIA ETHNIC HERITAGE STUDIES
DISSEMINATION PROJECT

PENNSYLVANIA ETHNIC HERITAGE STUDIES QUESTIONNAIRE
POST-SECONDARY SCHOOLS

SCHOOL:

Person Completing Questionnaire:

NAME:_____

POSITION:_____

TELEPHONE: (___) ____ _____

PLEASE NOTE:
For purposes of this survey ethnic studies refers to courses, curricula, or programs which focus upon racial and ethnic groups including religious bodies which have significance in the history of the United States. (please see list on page 2).

☐ Place an "X" in box if your school has no ethnic studies course or program and return questionnaire in the enclosed envelope. Please feel free to include any comments you might have in the space provided at the end of this questionnaire. Thank you.

ETHNIC STUDIES-GENERAL

Place an "X" in appropriate boxes. My School has:

☐ An ethnic studies course or courses.
☐ An ethnic studies curriculum or curricula.
☐ An *undergraduate* ethnic studies major.
☐ An *undergraduate* ethnic studies minor.
☐ A *graduate* major in ethnic studies.
☐ A *graduate* minor in ethnic studies.
☐ A *B.A.* in ethnic studies.
☐ An *M.A.* in ethnic studies.
☐ A *Ph.D.* in ethnic studies.

PENNSYLVANIA ETHNIC HERITAGE STUDIES

My school offers the following specifically dealing with Pennsylvania ethnic groups and/or the ethnic experience in Pennsylvania:

- ☐ A course or courses.
- ☐ A curriculum or curricula.
- ☐ Undergraduate major.
- ☐ Undergraduate minor.
- ☐ Graduate major.
- ☐ Graduate minor.
- ☐ B.A.
- ☐ M.A.
- ☐ Ph.D.

GROUPS STUDIED

Please place an "X" in the appropriate boxes following the group(s) studied in your program. Under the column heading "Number of Course(s)" please write the total number of courses offered on each group. Each group listed refers to either a racial or ethnic group including religious bodies inhabiting the United States of America. This will indicate whether you offer a course or courses dealing with this group, a curriculum, undergraduate and/or graduate majors and minors, and/or degress. Only include courses and programs which focus on the groups' experience in the United States. *In the final two boxes, please indicate whether your course(s) or program(s) deal(s) either exclusively or in part with the groups' experience in Pennsylvania.*

Group	Number of Course(s)	Curric.	Und. Major	Und. Minor	Grad. Major	Grad. Minor	B.A.	M.A.	Ph.D.	Pa. Ethnic Experience	
										Exclusively	In Part
Algerians											
Amish											
Armenians											
Asian Indians											
Austrians											
Basques											
Belgians											
Blacks											
Bulgarians											
Canadians											
Catholics											
Central Americans											
Chinese											
Croatians											
Cubans											

GROUPS STUDIED (cont'd)

Group	Number of Course(s)	Curric.	Und. Major	Und. Minor	Grad. Major	Grad. Minor	B.A.	M.A.	Ph.D.	Pa. Ethnic Experience	
										Exclusively	In Part
Czechs											
Danes											
Dutch (Holland)											
Egyptians											
English											
Estonians											
Filipinos											
Finns											
French											
French Canadians											
Germans (see also Pa. Dutch)											
Greeks											
Hungarians											
Iranians											
Iraqis											
Irish											
Israelis (see also Jews)											
Italians											
Japanese											
Jews											
Jordanians											
Koreans											
Kuwaytis											
Latvians											
Lebanese											

GROUPS STUDIED (cont'd)

Group	Number of Course(s)	Curric.	Und. Major	Und. Minor	Grad. Major	Grad. Minor	B.A.	M.A.	Ph.D.	Pa. Ethnic Experience	
										Exclusively	In Part
Libyans											
Lithuanians											
Macedonians											
Mennonites											
Mexicans											
Moravians											
Mormons											
Morroccans											
Native Americans (Indians)											
Norwegians											
Pennsylvania Dutch											
Pennsylvania German (see also Pa. Dutch)											
Poles											
Portuguese											
Puerto Ricans											
Quakers											
Romanians											
Russians											
Ruthenians											
Saudi Arabians											
Serbians											
Scotch-Irish											
Scots											
Slovaks											

GROUPS STUDIED (cont'd)

Group	Number of Course(s)	Curric.	Und. Major	Und. Minor	Grad. Major	Grad. Minor	B.A.	M.A.	Ph.D.	Pa. Ethnic Experience Exclusively	Pa. Ethnic Experience In Part
South Americans											
Spanish											
Swedes											
Swiss											
Syrians											
Turks											
Ukrainians											
Vietnamese											
Welsh											
West Indians											
Yugoslavs											
Multiethnic											
Others (please specify)											

LENGTH OF OPERATION

How long has your ethnic studies program been in operation?____ (Number of Years)

STUDENTS INVOLVED IN PROGRAM

How many students participate in your ethnic studies program(s) *per year?* _____

DISCIPLINES PARTICIPATING

Which of the following disciplines are represented in your ethnic studies program?

- ☐ Anthropology
- ☐ Art
- ☐ Economics
- ☐ Education
- ☐ English
- ☐ Foreign Language
- ☐ Geography
- ☐ History
- ☐ Music
- ☐ Political Science
- ☐ Psychology
- ☐ Sociology
- ☐ Social Psychology
- ☐ Others (please specify)

_____
_____

ELEMENTS STUDIED

What elements concerning the groups which you study are included in your program(s)?

- ☐ Art
- ☐ Attitudes
- ☐ Beliefs
- ☐ Body language
- ☐ Culture and personality
- ☐ Dialect
- ☐ Drama
- ☐ Foods
- ☐ History
- ☐ Kinship structure
- ☐ Language
- ☐ Literature
- ☐ Material culture
- ☐ Music
- ☐ Physical characteristics
- ☐ Religion
- ☐ Social customs
- ☐ Social organization
- ☐ Social structure
- ☐ Values
- ☐ Others (please specify)

_____
_____
_____

CONCEPTS INCLUDED

Which of the following concepts are included in your program(s)?

- ☐ Culture
- ☐ Culture diversity
- ☐ Acculturation
- ☐ Forced acculturation
- ☐ Cultural assimilation
- ☐ Race
- ☐ Racial mixture
- ☐ Subculture
- ☐ Syncretism
- ☐ Melting pot
- ☐ Cultural genocide
- ☐ Ethnocentrism
- ☐ Scarcity
- ☐ Poverty
- ☐ Production
- ☐ Consumption
- ☐ Capitalism
- ☐ Economic exploitation
- ☐ Ethnic enclave
- ☐ Region
- ☐ Ghetto
- ☐ Discrimination
- ☐ Ethnic group
- ☐ Ethnic minority group
- ☐ Prejudice
- ☐ Racism
- ☐ Socialization
- ☐ Inner City
- ☐ Location
- ☐ Immigration
- ☐ Migration
- ☐ Change
- ☐ Power
- ☐ Powerless
- ☐ Separatism
- ☐ Oppression
- ☐ Social protest
- ☐ Interest group
- ☐ Legitimacy
- ☐ Authority
- ☐ Power elite
- ☐ Colony
- ☐ Colonized
- ☐ Rebellion
- ☐ Identity
- ☐ Aggression
- ☐ Repression
- ☐ Displacement
- ☐ Status
- ☐ Values
- ☐ Others (please specify)

_____

_____

_____

COMMUNITY INVOLVEMENT

Is there community involvement in the program(s)?

☐ Yes

☐ No

Of what type?

☐ Community involvement in curriculum planning
☐ Use of community resources
☐ Use of human resources in the community
☐ A community based instructional program
☐ Study of the community
☐ Interaction with community organizations
☐ Other (please specify)

_____
_____
_____

FOLKLORE

Which of the following elements of folklore are included in your program(s)?

Oral Traditions

☐ Folk Speech
☐ Proverbs
☐ Riddles
☐ Rhymes and Folk Poetry
☐ Legends
☐ Folktales
☐ Folksongs
☐ Ballads
☐ Superstitions
☐ Customs
☐ Festivals
☐ Folk Dances
☐ Folk Drama
☐ Children's Games

Material Culture Traditions

☐ Folk Art
☐ Folk Handicrafts
☐ Folk Architecture

Non-Oral Traditions

☐ Folk Gestures
☐ Folk Music
☐ Folk Medicine

LOCALLY PRODUCED MATERIALS

Has your school produced materials for use in your ethnic studies program(s)?

☐ Yes
☐ No

If yes, please list and indicate if these materials are available for acquisition.

TITLE	NATURE OF MATERIAL	AVAILABLE FOR LOAN?		AVAILABLE FOR PURCHASE?	
		YES	NO	YES	NO

If possible please send copies of any locally produced materials. Units, course outlines, syllabi, curriculum guides, bibliographies, course catalogues, etc. are most welcome. Thank you.

ADDITIONAL COMMENTS:

THANK YOU VERY MUCH FOR PARTICIPATING!

APPENDIX B

PENNSYLVANIA ETHNIC HERITAGE STUDIES
DISSEMINATION PROJECT

PENNSYLVANIA ETHNIC HERITAGE STUDIES QUESTIONNAIRE
KINDERGARTEN THROUGH GRADE TWELVE

SCHOOL/DISTRICT:
(please state same as on envelope)

Person Completing Questionnaire:

NAME: _____

POSITION: _____

TELEPHONE: (___)_____

PLEASE NOTE:
For purposes of this survey ethnic studies refers to courses, curricula, or programs which focus upon racial and ethnic groups including religious bodies which have significance in the history of the United States. (please see list on page 2).

☐ Place an "X" in box if your school has no ethnic studies course or program and return questionnaire in the enclosed envelope. Please feel free to include any comments you might have in the space provided at the end of this questionnaire. Thank you.

ETHNIC STUDIES–GENERAL

Place an "X" in appropriate boxes. My School has:

☐ An ethnic studies course or courses.
☐ An ethnic studies curriculum or curricula.

PENNSYLVANIA ETHNIC HERITAGE STUDIES

My school offers the following specifically dealing with Pennsylvania ethnic groups and/or the ethnic experience in Pennsylvania:

☐ A course or courses.
☐ A curriculum or curricula.

GROUPS STUDIED

Please place an "X" in the appropriate boxes following the group(s) studied in your program. Under the column headings "Number of Unit(s)" and "Number of Course(s)" please write the total number of units and courses offered on each group. Each group listed refers to either a racial or ethnic group including religious bodies inhabiting the United States of America. This will indicate whether you offer a unit or units, course or courses and/or a curriculum dealing with this group. Only include courses and programs which focus on the groups' experience in the United States. *In the final two boxes, please indicate whether your course(s) or program(s) deal(s) either exclusively or in part with the groups' experience in Pennsylvania.*

Group	Number of Unit(s)	Number of Course(s)	Curric.	Pa. Ethnic Experience	
				Exclusively	In Part
Algerians					
Amish					
Armenians					
Asian Indians					
Austrians					
Basques					
Belgians					
Blacks					
Bulgarians					
Canadians					
Catholics					
Central Americans					
Chinese					
Croatians					
Cubans					
Czechs					
Danes					
Dutch (Holland)					
Egyptians					
English					
Estonians					
Filipinos					
Finns					
French					
French Canadians					
Germans (see also Pa. Dutch)					
Greeks					
Hungarians					
Iranians					

GROUPS STUDIED (cont'd)

Group	Number of Unit(s)	Number of Course(s)	Curric.	Pa. Ethnic Experience	
				Exclusively	In Part
Iraqis					
Irish					
Israelis (see also Jews)					
Italians					
Japanese					
Jews					
Jordanians					
Koreans					
Kuwaytis					
Latvians					
Lebanese					
Libyans					
Lithuanians					
Macedonians					
Mennonites					
Mexicans					
Moravians					
Mormons					
Morroccans					
Native Americans (Indians)					
Norwegians					
Pennsylvania Dutch					
Pennsylvania German (see also Pa. Dutch)					
Poles					
Portuguese					
Puerto Ricans					
Quakers					
Romanians					
Russians					
Ruthenians					
Saudi Arabians					
Serbians					
Scotch-Irish					
Scots					
Slovaks					
South Americans					
Spanish					
Swedes					
Swiss					
Syrians					
Turks					

GROUPS STUDIED (cont'd)

Group	Number of Unit(s)	Number of Course(s)	Curric.	Pa. Ethnic Experience	
				Exclusively	In Part
Ukrainians					
Vietnamese					
Welsh					
West Indians					
Yugoslavs					
Multiethnic					
Others (Please specify)					

LENGTH OF OPERATION

How long has your ethnic studies program been in operation? (Number of Years) ____

STUDENTS INVOLVED IN PROGRAM

Which grade levels are involved in your ethnic studies program(s)?

- ☐ K
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

How many students participate in your ethnic studies program(s) *per year?* _____

ELEMENTS STUDIED

What elements concerning the groups which you study are included in your program(s)?

- ☐ Art
- ☐ Attitudes
- ☐ Beliefs
- ☐ Body language
- ☐ Culture and personality
- ☐ Dialect
- ☐ Drama
- ☐ Foods
- ☐ History
- ☐ Kinship structure
- ☐ Language
- ☐ Literature
- ☐ Material culture
- ☐ Music
- ☐ Physical characteristics
- ☐ Religion
- ☐ Social customs
- ☐ Social organization
- ☐ Social structure
- ☐ Values
- ☐ Others (please specify)

_____

_____

_____

CONCEPTS INCLUDED

Which of the following concepts are included in your program(s)?

- ☐ Culture
- ☐ Culture diversity
- ☐ Acculturation
- ☐ Forced acculturation
- ☐ Cultural assimilation
- ☐ Race
- ☐ Racial mixture
- ☐ Subculture
- ☐ Syncretism
- ☐ Melting pot
- ☐ Cultural genocide
- ☐ Ethnocentrism
- ☐ Scarcity
- ☐ Poverty
- ☐ Production
- ☐ Consumption
- ☐ Capitalism
- ☐ Economic exploitation
- ☐ Ethnic enclave
- ☐ Region
- ☐ Inner City
- ☐ Location
- ☐ Immigration
- ☐ Migration
- ☐ Change
- ☐ Power
- ☐ Powerless
- ☐ Separatism
- ☐ Oppression
- ☐ Social protest
- ☐ Interest group
- ☐ Legitimacy
- ☐ Authority
- ☐ Power elite
- ☐ Colony
- ☐ Colonized
- ☐ Rebellion
- ☐ Identity
- ☐ Aggression
- ☐ Repression

CONCEPTS INCLUDED (cont'd)

- ☐ Ghetto
- ☐ Discrimination
- ☐ Ethnic group
- ☐ Ethnic minority group
- ☐ Prejudice
- ☐ Racism
- ☐ Socialization
- ☐ Displacement
- ☐ Status
- ☐ Values
- ☐ Others (please specify)

_____
_____
_____

COMMUNITY INVOLVEMENT

Is there community involvement in the program(s)?

- ☐ Yes
- ☐ No

Of what type?

- ☐ Community involvement in curriculum planning
- ☐ Use of community resources
- ☐ Use of human resources in the community
- ☐ A community based instructional program
- ☐ Study of the community
- ☐ Interaction with community organizations
- ☐ Other (please specify)

_____
_____
_____

FOLKLORE

Which of the following elements of folklore are included in your program(s)?

Oral Traditions

- ☐ Folk Speech
- ☐ Proverbs
- ☐ Riddles
- ☐ Rhymes and Folk Poetry
- ☐ Legends
- ☐ Folktales
- ☐ Folksongs
- ☐ Ballads
- ☐ Superstitions
- ☐ Customs
- ☐ Festivals
- ☐ Folk Dances
- ☐ Folk Drama
- ☐ Children's Games

Material Culture Traditions

- ☐ Folk Art
- ☐ Folk Handicrafts
- ☐ Folk Architecture

Non-Oral Traditions

- ☐ Folk Gestures
- ☐ Folk Music
- ☐ Folk Medicine

LOCALLY PRODUCED MATERIALS

Has your school produced materials for use in your ethnic studies program(s)?

- ☐ Yes
- ☐ No

If yes, please list and indicate if these materials are available for acquisition.

TITLE	NATURE OF MATERIAL	AVAILABLE FOR LOAN?		AVAILABLE FOR PURCHASE?	
		YES	NO	YES	NO

If possible please send copies of any locally produced materials. Units, course outlines, syllabi, curriculum guides, bibliographies, course catalogues, etc. are most welcome. Thank you.

ADDITIONAL COMMENTS:

THANK YOU VERY MUCH FOR PARTICIPATING!

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